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ABSTRACT

This document consists of the annotated bibliography compiled as part of the Languages of the World of Work (LWOW) project. The bibliography specifically concerns language training for the world of work. Citations include both published and unpublished books, monographs, pamphlets, journal articles, films and other media which: (1) are relevant to the overall study or to anticipated future studies in the field, (2) contain research reports or curriculum designs relating non-English language instruction to the world of work or career preparation, (3) comprise curricula and/or instructional materials, techniques, approaches, teaching manuals, for occupationally oriented language study, (4) inventory and/or forecast manpower requirements in industry and government which encompass occupations requiring more than one language proficiency, (5) examine the need for language capabilities in occupations, and (6) assess the impact and implications of the existence of a portion of the labor force consisting of monolinguals in languages other than English, for language training or the employment of bilinguals. The final section lists relevant bibliographies and guides. Author, document source and subject indices conclude the volume. (CLK)

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ED149606

LANGUAGES FOR THE WORLD OF WORK

An Annotated Bibliography

Submitted to:

Educational Research Information Clearinghouse
on
Languages and Linguistics
1611 N. Kent Street
Arlington, Virginia 22209

Prepared as Part of
Project R-49-99 Languages for the World of Work
Ernest J. Wilkins, Ph.D.
Project Director

Sponsored by the
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U S DEPARTMENT OF HEALTH
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS"

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INTRODUCTION AND BACKGROUND

On May 20, 1974 Olympus Research Corporation began a project entitled Languages for the World of Work (LWOW). This project fundable only to a state educational agency was awarded to the State of Wyoming by the Division of Manpower Development and Training, USOE. The State of Wyoming in turn subcontracted the entire project to Olympus Research Corporation. Details of the overall project goals and accomplishments are available in the final report. This document comprises the results of only one segment of the entire project; namely, an annoted bibliography.

Search of the Literature for Support of the Study

It was imperative that staff associates and others who would be designing the study, gathering data, and working with the preparation of the final report be knowledgeable about current writings in the field with respect to foreign languages and how this relates to the world of work. Part of this task was also to formulate a resource list of institutions and persons whose input was vital to the conceptualization and carrying out of the study.

This type of literature search was obviously necessary for various purposes, but admittedly was done rather informally by accumulation into the heads and minds of the researchers on a subtle basis and is difficult to systematically document. To be sure, this "working search" of the literature has been carried out and is inevitably, though not always obviously, a formal part of our reporting results. Researchers were not only influenced by that which they read but by attendance at meetings, by informal conversations with professional colleagues, by telephone conversations and probably most of all by contact with educators and diplomats and businessmen who comprised the main source of data for the major part of the study. It has not always been possible to formally and completely document all of these sources though certainly a good many are found in the more formal search of the literature which will be described shortly. Unfortunately, it is impossible at this point to fully credit all who had a hand in this kind of contribution though we are indebted to many persons.

Of major concern in the initial stages of this project was the compilation of a comprehensive list of companies, firms, corporations and agencies involved in business and/or missions overseas and domestically, whose personnel might be required to transact business by means of languages other than English. It was found that many lists of various kinds were available in sources which are included in the annotated bibliography of this study and other more general references listed below which were not.

The following sources provided basic information regarding business contacts and addresses:

Angel, Juvenal L. Looking for Employment in Foreign Countries. New York: World Trade Academy Press, Inc., 1961.

________________., compiler. Directory of Intercorporate Ownership (Who Owns Whom in America). New York: World Trade Academy Press, Inc., 1974.

________________. National and International Employment Handbook for Specialized Personnel. New York: World Trade Academy Press, Inc., 1961.

American Translators Association. Professional Services Directory (yearly). New York: ATA.

Bruner, Karen, compiler. Research, Study, Travel and Work Abroad. Washington, D.C.: U.S. Government Printing Office, 1971.

Liebers, Arthur. How to Get the Job You Want Overseas. New York: Pilot Industries, Inc., 1968.

Modern Language Association. A Guide for Job Candidates and Department Chairmen in English and Foreign Languages. New York: MLA, 1973.

Paradis, Adrian A. Jobs to Take You Places-Here and Abroad. New York: David McKay Company, Inc., 1968.

Sherif, June Lowry. Handbook of Foreign Language Occupations. New York: Regents Publishing Company, Inc., 1966.

World Trade Academy Press, Inc. Directory of American Firms Operating in Foreign Countries. New York: World Trade Academy Press, Inc., 1975.

______________. Directory of American Firms Operating in the United States. New York: WTA Press, Inc., 1975.

______________. Multinational Firms Operating Overseas. New York: WTA Press, Inc., 1975.

From these, and other lists found in the literature search, it became evident that there was no complete list of all agencies and companies operating abroad which need second language proficiency among their employees. To make such a list and keep it current would be a herculean task. Such lists as those found in the above sources tend to become obsolete the moment they are in print because of changes in personnel and locales, and because of the enormously complex, dynamic nature of corporate structure, stock ownership, and the constantly changing scene in international economic affairs.

Foreign language teachers and students are best advised to make their own lists of companies, according to the accessibility of the corporate headquarters, the nature of the firms' products, their business interests and the likelihood for job satisfaction on the part of the seeker.

The most valuable sources for compiling such lists are the following:

1. The American International Trade Register - available on computer tape or as hard copy from the Department of

Commerce in Washington, D.C. This list includes all businesses which have an "expressed interest" in marketing their products abroad and is so complete that it includes many small firms so small that they should not be considered on a large scale as prospective employers. There is no indication in the Register as to the size of the company, its assets, or number of employees. The names of companies, addresses, and chief international officers are identified. The cost is $350.00, which may not be within the reach of an individual school or college. Products or services however are coded in the Register in accordance with the Standard Industrial Classification Codes (SIC codes).[1] One of the main advantages of this list is that it is kept current, its products and services are identifiable through the SIC code and it is the most comprehensive list available.

2. Fortune Magazine - issued monthly by Time/Life, Inc. In this study, the May, 1974 issue, Volume LXXXIX, Number 5, was consulted which presented information regarding the 500 largest industrial corporations, ranked by sales, in the United States. Fortune updates this information annually. Most of the corporations listed are multi-national which makes the information meaningful to one seeking overseas opportunities. Although there is no indication of the percentage of business done overseas by these companies, one may assume that in order to be placed in the category of

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[1] Executive Office of the President, Office of Management and Budget. Standard Industrial Classification Manual. 1972 edition is the current one (Superintendent of Documents, Stock #4101-0066).

top 500 U.S. business firms, a company would no doubt have a considerable proportion of its total effort directed toward overseas activities.

3. A Directory of U.S. Export Management Companies, U.S. Department of Commerce, Domestic and International Business Administration Bureaus of International Commerce. April, 1975 is the current edition's date of release. This directory is divided into three parts. The first is an alphabetical listing of all the companies and the product index number assigned to that firm. The second section lists the firms in numerical order (1-668) by product index number. This section contains available details on the individual firms including address, contact executive, phone number, telex and cable numbers, and a brief description of products handled. The third section of the Directory is a product index containing an alphabetical listing of products and index numbers of the firms which handle these products.
4. Standard and Poor's Directory - one of the best sources of information regarding the nature of a company, its officers, its organization, products and assets,
5. An article entitled, "U.S. Firms Operating Overseas," compiled by Research Projects Corporation. This is an alphabetical listing of American firms operating in 90 foreign countries, specifying type, service or product each firm offers and giving addresses of home offices where applicants may apply for jobs.

6. Shaw, Ray. How to Find Those Great Overseas Jobs. Long Island, New York: Award Books, 1973. This is a paperback trade publication listing business firms doing business overseas, but it is difficult to count on for current reliable information even though it is periodically re-issued. As the title implies it is more of a commercial pitch or trade seller book than an empirical documentation of industry and job opportunities abroad.

7. Miscellaneous others include local offices of the Chamber of Commerce, the Department of Commerce, the Department of Labor, and other governmental bureau releases, and college placement offices publications.

The Annotated Bibliography Produced by the Study

For many years, the language profession in academia has with few individual exceptions taken the stance that foreign language as a study was a branch of the humanities, undertaken for its cultural, linguistic, and mostly literary value.

This traditional approach to literature study, referred to as the "humanities approach," differs in purpose with the acquisition of languages in order to obtain specific technical vocabulary or intercultural communicative skills necessary to sustain another occupation. To thus qualify oneself directly for employment through the additional technical skill of languages and culture skills is a relatively new career objective in the pre-university and university environment. It is of course the position of this study as a whole that this latter movement is at present a badly retarded one. Under this concept, the language skill together with appropriate cultural sensitivity are integrally related to acquisition of concurrent professional or technical training in a field in which the language and cultural knowledge may be used. While the literature and resources in this regard are moderately plentiful, there was not a readily available body of literature identified specifically as justification and theory for foreign language teaching on the basis of career preparation, utilizing an acquired language as an adjunct or integrated skill with another professional preparation.

During the course of this study, it was determined that there was a definite need for a bibliography relating specifically to language training for the world of work. This is not to oppose the continuing existence of language study justified for intercultural enrichment, communications, literary values, etc. Since the main thrust up until now for the professional language student has been toward literature or in some cases toward linguistics, and not for the purpose of relating language and linguistic preparation to communication in business, in law, in sociology, in diplomacy, etc., it is only natural that this bibliographic gap exists which we hope to partially satisfy by making available a large annotated bibliography devoted strictly to language and language learning for the world of work.

Although some references do not have an important or extremely relevant bearing on the study itself (i.e., the collection of specific job and skill data), much material exists from past years that fits into a comprehensive bibliography on languages and the world of work. Some of this material is highly relevant today in establishing an undergirding concept or rationale for what are the next steps in promoting the concept of the languages for the world of work or for inducing needed curricular innovations. This we believe, should begin by preparing an integrated plan for a student's overall training in management, law, accounting, etc., or other fields with which language study might be combined to provide satisfying and remunerative employment.

A great impetus was given to the approach which is referred to consistently in this study as "languages for the world of work" when it became apparent that the humanities graduates, those who had majored primarily in languages as literature or theoretical linguistics, were virtually unemployable in their chosen fields and were driving taxis, working in construction, found themselves on unemployment, relief, or otherwise frustrated in their attempts to find a satisfying job for which they were well-prepared according to old prevailing standards. Even the once wide-open field of teaching foreign languages became overcrowded with many graduating majors with teaching credentials at the secondary level as well as qualifications at the collegiate level unable to find positions.

As this has taken place, there has been a growing number of professional writings which have appeared justifying language study from the standpoint of economic necessity or need and employment placeability. There have also been (albeit, at a somewhat immature stage as yet) theoretical positions as to how best this shift of emphasis or additional thrust in foreign language training might be accomplished. Other elements of thought occur in speeches and in conversations at professional meetings as to how to make language learning more germane to the world of work.

It was, of course, our primary endeavor to become acquainted with the most current of these writings, speeches, films, or other media, to utilize the ideas in attacking the project, designing the study, identifying major problems, etc., in designing questionnaires, finding resources with which to work, and finding empirical objective data. Once compiled, such a bibliography we have assumed would be a much desired resource to share throughout the language teaching and foreign service professions.

Therefore, it was decided that, to the extent possible, a formal compilation of the latter type in the form of an annotated bibliography publishable and disseminatable in separate form for the benefit of the public generally would be presented.

Several arbitrary rules had to be made in doing this: it was not felt wise, for example, to extend the bibliography too many years back (in fact, the limitation that was utilized was that of publications since 1960, with earlier sources being relatively scarce as compared, for instance, to the availability of publications of the past five years). Naturally, particularly enlightening articles of considerable relevance were excepted.

It is felt, however, that a rather exhaustive effort has been made to compile a working bibliography which, even though it is comprehensive, suffers from two notable defects: (1) in spite of systematic searching by traditional and automated search methods, there is always the chance that important references have been missed; (2) laboring under a practical deadline, certain late identified articles simply could not be included after typesetting, indexing, etc., had already been finalized.

Some of these might have been highly relevant and this admission is made apologetically but inevitably. It is hoped (and we will enlarge on this later) that a periodic update of such a bibliography will be seen as valuable in helping to obviate the two problems identified here.

With respect to the formal compilation of the annotated bibliography, a few notes regarding methodology and procedure should be made both for reasons of documenting our approach for whatever assistance this may offer, negatively or positively, to future researchers, and to credit the painstaking work of a variety of individuals whose labors are to be highly commended for this undertaking.

We began by setting out a statement of work regarding the survey of the literature as follows:

A. ORC would search the literature for references to be published and to the extent possible unpublished, books, monographs, pamphlets, articles, other writings, films and other media information which:

   (1) were relevant to the overall study or to anticipated future studies in this field

   (2) contained theories, research reports or curriculum designs which relate non-English language instruction to the world of work or career preparation

   (3) comprised curricula and/or other instructional materials, techniques, approaches, teaching manuals, etc. for occupationally oriented language study

   (4) inventoried and/or forecast manpower requirements in industry and government which encompass occupations requiring more than one language proficiency

(5) examined the need for language capabilities in occupations

(6) assessed the impact and implications of the existence of a portion of the labor force domestically -- employed mono-linguals in languages other than English, for language training or the employment of bilinguals or other persons capable of communication with the mono-linguals in the work setting (as opposed to social communication).

B. ORC would provide a brief annotation for each source available compiled in (A) above describing the contents of the article. Standard bibliographic notations with the respective annotations would comprise the annotated bibliography.

C. ORC would be responsible for the publication and dissemination of the annotated bibliography by one or more of the following methods:

(1) publication in a scholarly journal

(2) publication in a monograph

(3) inclusion in the final report of the study

The factors of length (size), expense, and timeliness of the publication of the annotated bibliography were to be the principal criteria for determining the exact manner of the publication and dissemination.

Prior to that time for a period of several months all ORC staff associated with the LWOW study had been informally accumulating materials, files, books, journals, reprints of articles and references to published and unpublished sources. The following model was prepared for abstracting and documenting relevant entries, although, in most cases, annotations turned out to be somewhat shorter than the sample provided below:

Emmans, Keith; Hawkins, Eric; and Westoby, Adam. The Use of Foreign Languages in the Private Sector of Industry and Commerce. University of York: Language Teaching Centre, 1974.

A report of a survey performed at University of York, England, funded by the Department of Education and Science during 1971-72 at unspecified fiscal level and at L 17,150 by the Nuffield Foundation in 1972. Goal was to conduct pilot survey of "the modern FL requirements of British industry." Survey limited to United Kingdom only. Labor force in the public sector of the armed services, diplomatic and consular services and the education system were excluded from survey. Two groups of subjects form the data base: (1) persons known to possess FL skills; (2) firms employing persons with FL skills. Since data was collected 1971-72 prior to United Kingdom's entry into EEC, conclusions and data may reflect erroneously the situation due to the impact of this event. Variables include: actual job experiences by categories of FL-speaking persons; projection of quantity, location and types of jobs available where FL is a "must have" qualification and "desirable to have" qualification; degree of FL skill necessary to particular types of jobs; languages, i.e., French, German, etc.; actual proficiency levels of FL persons; categorization of industry; categorization of FL labor force; expenditures of forms for FL assistance; sex; age; mother tongue and FL acquisition source; language activities performed by FL speaking persons; types of and amount of time spent in FL activities; descriptive data are included summarizing comments, non-quantifiable variables, survey methodology, conclusions and recommendations.

Staff members who had already read the entries were asked to prepare corresponding entries as per the above model. All accumulated references, unread by ORC staff at that point, were assigned to Ms. Judith Olauson and Ms. Peggy Freeman, who prepared the abstracts and bibliographic references according to the proposed format.

ORC staff responsible for initiating this task, compiling annotations and managing the tasks were Mr. Rex Arnett, Ms. Judith Olauson, Ms. Peggy Freeman, and Mr. Mario Aranda, as well as project director, Dr. Ernest J. Wilkins. Realizing the magnitude of the job and the fact that there were various other aspects of the study to be completed by the same ORC staff, a sub-contract was negotiated with the Educational Development Corporation of Austin, Texas, to perform a great deal of the remainder of the search, non-duplicative of the prior ORC work. This was directed by Mr. George M. Higginson and his staff, Dr. Thomas H. Scannicchio, Louella Weatherbee, Marion McCord, Diane Fuqua, Wendell Fuqua. Carol Brown assisted in indexing, Pam White in typing and Reeve Love in editing and proofreading. The painstaking work of this group is to be highly commended.

In order to produce a systematic search and to tap resources not conveniently and readily available to ORC, Mr. Higginson and his staff, on behalf of the Educational Development Corporation, was engaged for a period of four weeks to make the more exhaustive search. The same statement of work and format appearing previously were presented to EDC for clarifying their expected role.

Unread references that had not previously been abstracted by ORC or EDC staff members were assigned to EDC for reading and abstracting. In addition, EDC performed initial automatic and manual searches for new sources using as major resources the facilities of the University of Texas at Austin; Educational Service Center, Region 19; Southwest Educational Development Laboratory; the Foreign Language Education Center at the University of Texas at Austin, and various other resources including ERIC, and commercial and noncommercial sources. A complete list of sources searched by EDC appears as Appendix A to this Preface. A list of documents referenced but not found by EDC appears at Appendix B. These, of course, because of their unavailability were never annotated. After an initial search and annotation of four weeks' duration, EDC performed the following additional tasks:

(1) Continued the search to include checking of important resources not previously done;

(2) Compiling a cross-indexing system;

(3) Integrating a cross-indexing of ORC-produced abstracts and references with EDC's similar output.

Upon reception of EDC's final work, preparations began for publication of the literature survey as an annotated bibliography on Languages for the World of Work. It was considered that because of its voluminous size and its discrete nature it would be more valuable as a separate resource to be compiled and disseminated separately.

However, after EDC's work and as progess continued in search of literature at ORC and through survey team members, new references came to light and in-house work continued to merge even newer references into the overall bibliography. Since this was seen as a "never-ending" job, the bibliography, at what was considered an appropriate time, consistent with the latest possible required completion date, was closed and printed in its extant state at that time. This required a complete revision of all prior work to clarify and correct the index. The format editorially has been retained as set up and designed originally by Mr. Higginson. Notes regarding this appear as Appendix C.

ORC resources included, but were not limited to, the following:

1. Professional reading of staff from which bibliographies were referred to Judith Olauson to cross check.
2. Library search for periodical sources of major professional journals from the Reader's Guide to Periodical Literature at the University of Utah Marriott Library.
3. Other standard search procedures of the holdings of the University of Utah Marriott Library, Salt Lake City, Utah.

4. Standard search procedures of the holdings of the Harold B. Lee Library, Brigham Young University, Provo, Utah.
5. Two volumes of Subject Guide to Books in Print, published by R. R. Bowker Company, New York, 1974 and four volumes of Books in Print (Volumes I and 2 by authors, Volumes 3 and 4 by titles), published by same company, same year.
6. Personal files of Dr. Ernest J. Wilkins, project director and staff associates.
7. Pamphlets, papers, periodicals, etc., from Division of Manpower Training and Development, U.S. Office of Education, Washington, D.C., specifically Dr. Howard Matthews, Director, and his personal files and from office files of Robert Worthington, Manpower Division.
8. Personal contacts with Mr. LeRoy Walser, Office of Bilingual Education, USOE, Washington, D.C.
9. Sources collected for individualized Spanish course taught by Dr. Ernest J. Wilkins for business executives. Participants of program were involved with either handling or writing such material that later proved valuable to LWOW project.
10. Brochures, pamphlets, periodicals from state offices of education, i.e., Office of Public Instruction, or official SEA.
11. Visits by Dr. Ernest J. Wilkins to office of Dr. Richard Brod, Executive Director of Association of Departments of Foreign Languages and Executive Secretary of MLA (Modern Language Association) professional organizations.
12. Materials collected from conventions attended, i.e., ADFL- Atlanta, GA., 1973. ACTFL, Boston, 1972, ACTFL - Denver, 1974.

13. Publication lists of the World Trade Academy Press, Inc.; 58 East 42nd Street, New York, New York 10017 (Spring 1975).

The system of documentation and indexing including annotations is clear enough from the document itself. Again, Mr. Higginson's painstaking labors in originally setting this up and rechecking it and Ms. Olauson's work in re-indexing after vast new sources were added are gratefully acknowledged.

It is well to warn the user of this bibliography of several other matters not mentioned previously, or at least mentioned only in passing:

1. The age and obsolescence of documentation includes references since 1960. Some older materials close to 1960 and after were considered as irrelevant and were deleted.

2. The decision to annotate was made in view of the fact that a simple alphabetical listing of sources serves only one purpose: to demonstrate that the search has been made and is comprised of a certain number of documents. It was thought that the bibliographical material would not really be useful in such "skeletonized" form.

3. Only American/English language sources were systematically surveyed. It was the intent of the research staff not to extend its investigation into foreign language sources even though some penetration was made in Canadian and/or British documentation. However, no special effort was made to include these.

Of the work performed under the direction of George Higginson at EDC, although performed as a subcontract for Olympus Research Corporation, we wish to acknowledge the superior professional work and credit them fully for their annotations and for the extensive editorial quality of their work. We are also happy to commend our own staff members also. Without the combined efforts of both organizations, the work would not have been completed as successfully.

One final note is in order and has been alluded to previously. Continuing revision of a document of this type would be highly useful to the profession. A yearly update may or may not be too frequent to be of value, but at least an annotated bibliography on a regular basis concerning languages and the world of work would not only keep the profession more abreast of development, but could be an important part of the theoretical thrust toward a more clear direction of the practical utilization of languages and language teaching as an adjunct skill to other professions.

One of the great dearths noted in the literature survey herein that should be noted more than casually is the substantive lack of theoretical direction and impetus toward actual change even though there is considerable enthusiasm for the basic concept of languages for the world of work. Provisions for viable and workable curriculum ideas, particularly in conjunction with other professions where languages are to serve as the adjunct skills, are notably few and far between and where they do exist are produced by only a few advanced thinkers who themselves would probably be the first to invite competing hypotheses and ideas. With such provisions made, we will be able to finally go beyond a mere professed belief in the viability of languages for the world of work. Likewise the literature would be enriched with more contributions from the professions and technical occupations themselves recognizing the marriage of professional/technical/career preparation and language preparation.

ATTACHMENT A

LITERATURE SEARCH
EDUCATIONAL DEVELOPMENT CORPORATION

LANGUAGES IN THE WORLD OF WORK

Sources Searched

A. Considered Completely Searched

ERIC both computer and manual searches, both by descriptors and and authors 1967-1974 in RIE

ERIC manual search in CIJE 1969-1974

Education Index July 1964-January 1975

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) 1967-1974

Abstracts of Instructional Materials in Vocational and Technical Education (AIM) 1967-1974

Business Education Index 1967-1972 (latest available)

Business Periodicals Index July 1965-December 1974

Public Affairs Information Service 1965-1974

New York Times Index

Wall Street Journal Index

Reader's Guide to Periodical Literature 1965-1974

Social Service Citation Index

Journal of Economic Literature 1968-1974

Research Information System of the Social and Rehabilitation Service, H.E.W.

Dissemination Center for Bilingual and Bicultural Education

Dissertation Abstracts 1968-1974

Forrester: Occupational Literature 1971

Bulletin of the Association of the Departments of Foreign Languages (ADFL Bulletin) 1972-1975

American Council on the Teaching of Foreign Languages (ACTFL)

Foreign Language Annals (FL/ANNALS) 1967-1974

Britannica Review of Foreign Language Education I-V

Hispania Journals 1965-1975

B. Partially Searched

Current Contents 1975-1976

Poverty and Human Resources Abstracts

Government Reports Annual Index

Cumulative Subject Index to the Monthly Catalog of U.S. Government Publications 1900-1971

C. Relatively Untouched

Occupational Manpower and Training Needs

Lewis; Manpower Planning: A Bibliography 1969

ATTACHEMENT B

LITERATURE SEARCH
EDUCATIONAL DEVELOPMENT CORPORATION

LANGUAGES IN THE WORLD OF WORK

Documents Not Found

Arroyd, Gloria and Gloria Pond. "Cooperation in the Community: The Bilingual Paraprofessional Program." *Community Services Catalyst,* Vol. 4, No. 2 (Spring 1974), 39-44.

Bernsen, Sam. "Lawful Work for Non-immigrants (U.S.)." *Interpreter Releases,* No. 48 (June 21, 1971), 168-174.

Brazean, Jacques. "Language Differences and Occupational Experience." *Canadian Journal of Economics and Political Science*, Vol. 29 (1958).

Bureau of Appointments and Occupational Information, Career Counseling Unit, University of Michigan. *Sources of Employment for Foreign Language Majors and Minors.* 1959 (rev. ed.). Occupational Information Bulletin No. 1, pointed and distributed by Modern Language Association Foreign Language Program Research Center, 4 Washington Place East, New York, NY 10003.

Burns, Ruth Aline Ketchum. "Model for a Career/Life-Planning Program for Mexican-American College Students." (PhD. 1973, University of Oregon) 146 pp. 34/12-A, p. 7532.

Business Languages: Courses in Foreign Languages for Businessmen." *Times Education Supplement*, Vol. 2677, No. 597 (September 9, 1966).

"Careers in Languages" The Bilingual Secretary." New York: Latin American Institute.

"Careers in World Affairs." Intercom, Vol. 6, No. 21 (November-December 1964), 46+. (Information sources, organization, opportunities, training.)

Casewit, Curtis. *How to Get a Job Overseas*. New York: Arco Publishing Co.

Chamber of Commerce of United States. "Employment Abroad: Facts and Fallacies." Washington, D.C.: Foreign Commerce Department, 1966.

"Congressional Quarterly: Weekly Report." Bilingual Education/ Vocational Education (April 6, 1974), 887-8.

De Weaver, N.C. "NCTU Labor Schools for Spanish-speaking." America, Vol. 93 (August 6, 1955), 451-453.

Emery, Maxine. "Bilingual Educator for Office Occupations." Business Education World, Vol. 51, No. 3 (January-February 1971), 4-5.

Ferns, George W. and David D. McWethy. "A Guide to Overseas Professional Opportunities." Industrial Arts Education, Vol. 29, No. 2 (November-December 1969), 41-44.

Fisher, John C. "Bilingualism in Puerto Rico: A History of Frustration." English Record, Vol. 21, No. 4 (April 1971).

Foreign Policy Association, World Affairs Center. Careers in World Affairs: At Home and Abroad. Garden City, New York: Doubleday, 1961. 140 pp.

Gordon, Margaret S. (ed.). Higher Education and the Labor Market. New York: McGraw-Hill, 1974. 630 pp.

"Guide to Employment Abroad." New York: International Publications. n.d.

Hall, Edward T. "Seminar on Manpower Policy and Program: The Manpower Potential in our Ethnic Groups." Washington, D.C.: United States Manpower Administration Office of Manpower Policy, Evaluation and Research, August 1967. 24 pp. (Condensed transcript of the Seminar on Manpower Policy and Program. Washington, D.C., January 12, 1967.)

Liebers, Arthur. How to Get the Job You Want Overseas. New York: Pilot Industries, Inc. n.d.

Lukmani. "Motivation to Learn and Language Proficiency." Language Learning, Vol. 22, No. 2 (1972), 261-273.

McClinton, Johnnie W. "Effectiveness of a Bilingual Vocational-Technical Development Program." (PhD. 1972, University of Missouri-Columbia) 113 pp.

McEmory. "Pilot Project in Bilingual Office Occupations, Brownsville, Texas ISD." American Vocational Journal, Vol. 45, No. 62 (March 1970).

McKinley, Bruce. "Occupational Information Access System: A Model System of Labor Market Information for Use in Counseling." Journal of Educational Data Processing, Vol. 7; No. 5 (1970), 283-291.

Marchenko, B. "Russian for Scientists." Russian Language Journal, Vol. 23, No. 86 (October 1969), 12-17.

Newman, Christina. "Learning French Is No Longer a Courtesy in Ottawa; It's a Necessity: The Problems Involved are Producing a New Age of Anxiety." Saturday Night, No. 83 (October 1968), 11+. (Concerning a new requirement that English-speaking government employees be bilingual.)

Nijssen, John B. A. "English for International Communication." ITL Review of Applied Linguistics, Vol. 18 (1972), 69-72.

"Occupational Briefs: Foreign Correspondents, Foreign Language Workers, Translators and Interpreters." Chicago: Science Research Associates.

Pan American Union. *Occupational Opportunities for Students Majoring in Spanish and Portuguese.* Information Series, Bulletin 1959, No. 5, Washington, D.C.

Paquette, F. Andre (compiler). "Guidelines for Teacher Education Programs in Modern Foreign Languages: An Exposition." *Modern Language Journal* (October 1966).

Peyre, Henri. *The Need For Language Study in America Today.* New York: The Cultural Division of the French Embassy, 972 Fifth Avenue, 1954.

Prol, J. *Occupational Opportunities Through Learning Foreign Languages.* Largo, Maryland: Department of Foreign Language, Prince George Community College.

"The Rising Price of Bilingualism." *Monetary Times*, No. 134 (August 1966), 19-21. (Importance in the business community of French Canada of proficiency in both French and English; proposals to encourage such efficiency.)

Starr, Wilmarth H., *et. al.* "The Role of Foreign Languages in American Life." *Reports of the Working Committee.* 1955. Northeast Conference on Teachers of Foreign Language.

Tinsley, Royal L., Jr. "Too Many Translators?" *A.T.A. Chronical*, Vol. 2, No. 5 (May-June 1973), 3-4.

United States House of Representatives, Committee on the Judiciary, Civil Rights Oversight Subcommittee. *Federal Employment Problems of the Spanish-Speaking: Learnings.* March 8-10, 1972. 515 pp. 92nd Congress, Second Session (Serial No. 26).

United States Information Agency. "Careers in Cross-Cultural Communication." Washington, D.C.: U.S. Information Agency.

United States Information Agency. "Career Opportunities for Young People in the U.S.I.A. Foreign Service." Washington, D.C.: U.S. Government Printing Office, 1962.

United States Information Agency. "Employment Opportunities in Binational Centers Abroad."

ATTACHEMENT C

Guidelines for Use

The abstracts are arranged in seven groups. The first six groups present documents according to their primary focus in the six areas shown above; the seventh group comprises those documents which are bibliographies, directories, listings, or indices. Within each group, the documents are arranged alphabetically and then numbered. The first digit of the three-digit number identifies the section number, and hence the primary subject.

Each abstract also indicates any areas of secondary coverage, in terms of the six areas listed above. We have tried to provide in each abstract the most useful information about the document and its contents as it might relate to this particular project; those documents which cover more than one of the six areas may prove to be the most valuable in the long run. Several documents were not available to us other than in abstracts or reviews, and their annotations so indicate.

There are three indices at the back of this volume: an author index, which is fairly standard except for the inclusion of organizations as authors where individual names are not known; a document source index, which identifies the organizational sources of our listings; and a subject index, cross-referenced to expedite searches. In all three of these indices, the numbers given refer to citations and not to pages.

For those users who are doing research on these or related areas, the following points may be helpful:

- These abstracts do not pretend to provide complete or balanced coverage of each document. Rather, they cover the subjects of special interest for this study; they may make brief mention of other subjects contained in particular documents, or they may ignore them entirely.

- Many of the documents contain their own reference lists or bibliographies. These should be useful tools for further research.

- Finally, there are several documents within the six primary areas that are known to us, but are not included here, primarily because the documents could not be found in the time frame available to us. These are not listed herein, but are listed in many of the documents cited. (See Appendix B).

The reverse of the title page may contain information about any or all of these items, as appropriate, and as selected by the publisher:

-- Publisher's name and correspondence address;

-- Where printed and bound;

-- Any caveat required by the grantor or contracting agency; identification of contract number and source;

-- Method of procurement of additional copies: how, cost, etc.;

-- Publishers identification of the volume if part of a series or set;

-- Other similar documents available from the publisher;

-- Edition number;

-- Copyright information.

SECTION I

RELEVANCE

This section is comprised of materials which, in their primary focus:

> "are generally relevant to the over-all subject of 'Languages in the World of Work,' or to anticipated future studies in the same field relating linguistic training to occupational or career preparation."

Each abstract has, where appropriate, mention of secondary areas of interest, also.

"Business Bulletin." The Wall Street Journal (May 10, 1973), 1.
601

Spanish language advertising is on the increase around the country. Spanish Advertising and Marketing Services, Inc. estimates that U. S. firms spend $80 million each year to reach Spanish-speaking persons. The Los Angeles, California, and Orange County area Spanish-speaking market value is estimated at $2 billion yearly by Lotus Communications Corporation. A Miami area advertising agency says that the Spanish-speaking (Cuban) buying power there has moved ahead of Anglo buying power.

Additional areas of coverage:
current or future relevance (1).

125

Parodis, Adrian A. Jobs to Take You Places--Here and Abroad.
New York: David McKay Company, Inc., 1968.

125

This guide to job opportunities discusses in detail a variety of job openings within the United States and abroad. Each occupational field listed is described in narrative form, with information on professional and nonprofessional positions and where to seek additional information. The book is divided into five parts: (1) overseas job opportunities in business; (2) making a better world; (3) government jobs that take you places; (4) the United Nations; and (5) job opportunities in the United States. Where applicable, the author identifies foreign languages which may be required to carry out a job effectively.

Areas of coverage:
current or future relevance (1);
occupational language needs (5);
manpower requirements (4).

Central Intelligence Agency. Career Opportunities: Language Careers in CIA. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, November 1974.

506

This flyer, printed by the Office of Personnel of the CIA, explains what the CIA has to offer in the way of employment opportunities for persons interested in foreign affairs and in use of foreign languages. General categories are: (1) Publications Monitoring Positions; and (2) Language Training Positions. Explanations of both categories are given; salaries, benefits, requirements and application procedures are stated.

Additional areas of coverage:
current or future relevance (1).

Anderson, Vivienne. Let's Learn Languages. Albany, New York:
New York State Education Department, Bureau of Secondary
Curriculum Development, 1961.

102

This publication describes for educators and for the general public the increasing importance of modern foreign language usage in the world and the status of the language programs in the state of New York. General information, with accompanying data, is given on the need for learning languages, with reference to living in a rapidly shrinking world, the great increase in travel, the millions of Americans living abroad, American business opportunities abroad, growing participation in world affairs, and the National Defense Education Act. Information dealing with the language program objectives in New York State and implementation strategies for programming, including the use of personnel and language laboratories, are also provided.

Additional areas of coverage:
findings, theories, or curriculum designs (2);
manpower requirements (4).

Cleveland, Harlan, Gerard J. Mangone, and John Clarke Adams.
The Overseas Americans. New York: McGraw-Hill Book
Company, Inc., 1960.

111

This book is the result of a study known as "The Carnegie Project" and undertaken through a Carnegie Corporation of New York grant to the Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University. In this study, data on a sample of 244 United States citizens abroad were gathered in an attempt to suggest answers to four main design questions: (1) which experiences and education are most relevant for an American to perform his overseas assignment effectively; (2) how central these are to the education and training to which Americans are exposed; (3) the extent to which American civilians are prepared to work overseas; and (4) what the role of American education, business, government and industry should be in this field. Of special interest are Part Four and Part Five, which discuss the data gathered relative to the utility that they have for education, the use and abuse of foreign languages, the limits of training programs, and an agenda for action.

Additional areas of coverage:
manpower requirements (4);
occupational language needs (5);
non-English speakers' needs (6).

Fischbach, Henry. "Translator in the United States." Babel: International Journal of Translation, Vol. 7, No. 3 (March 1961), 119-123.

115

This article discusses, though briefly, the emerging role of the language translator serving business, industry, and federal government in the United States. In addition, the author gives some information on the positions of salaried and freelance translators, and on several professional translators' associations, one of which is the American Translators Association.

Additional areas of coverage: none.

Grittner, Frank M. "Barbarians, Bandwagons, and Foreign
Language Scholarships." Modern Language Journal,
Vol. 57, Nos. 5-6 (September-October 1973), 241-248.

123

In this guest editorial in this issue, the author employs several analogies in developing and describing a modern, humanistic model for education. In exploring such "bandwagon" areas as accountability and career education, questions such as "Do career goals become the primary motivators for becoming educated?" and "What is the absolute minimum I have to know about languages in order to get a job as an airline stewardess?" are examined. In discussing utilitarian instructional models, the author finds that it is "both dangerous and dishonest to make too close a tie between humanistic subject matter and career goals." A discussion of the concepts associated with new humanism as a counter-movement and of the goals of humanistic education completes this article. A list of references is included under Notes.

Additional areas of coverage: none.

Information and Referral Center for Greater Montreal. The Annual Report, April 1969 to March 1970. Quebec, Canada: Information and Referral Center of Greater Montreal, 1970. (Not seen.)

129

This report tells about a social and welfare information center that provides information and assistance on a community basis to all of Greater Montreal. The services provided include: care for the elderly, legal assistance, financial assistance, housing assistance, medical assistance on drugs, psychological services, and other social and welfare services. The important point in this brief document is that both the reception staff and the professional staff of the organization are bilingual (French/English) so that they can respond properly and immediately in the language of the inquirer. This pamphlet highlights the need for thorough understanding of and fast response to problems which might be presented in either language.

Additional areas of coverage:
occupational language needs (5).

Kolde, E. J. The Multinational Company Behavioral and Managerial Analysis. Toronto: Lexington Books, 1974.

132

This book is an attempt at a first comprehensive analysis by the author of the multinational company. The material covered is an in-depth, interdisciplinary treatment of the multinational firm. Theoretical formulations, analytic techniques, and factual learning from all social sciences, including law, have been used, along with those of business administration itself. The author believes, as a result, the book is a "more realistic and intellectually defensible synthesis of the contemporary multinational company than is possible by any undisciplinary method." The topical scope of the book follows an outline for a graduate seminar that the author has taught, and the most critical inputs have been provided by several research projects conducted by the author or those supervised by him. He describes the multinational firm, transboundary linkages, operational and financial motivities of the multinational firm, culture context of multinational organizations, structural models, organization and control of affiliates, international managerial communication, in which information is offered with regards to linguistic aspects, the development of multinational executives and evaluation and compensation of multinational firm and labor conflicts. Notes, bibliography and index are included. Additional Areas of Coverage: None.

"Language Counseling in High School." The Hawaiian Language Teacher, Vol. 8, No. 1 (December 1966), 17-20.

133

In this article, counselors for college-bound students are advised to discuss language study opportunities with students while they are in their senior year, rather than after the students enroll in college. Supporting information is also given relative to general descriptions of language courses offered in colleges, the importance of the language to the student's chosen profession or career, an examination of the student's true linguistic potential, the appropriateness of taking a third language, and counseling students on length of college language programming.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Lloyd, Gary E. "An International Career." Journal of College Placement (February-March 1972), 53-57.

136

This article deals with the problem of overseas employee drop-outs, and how a person can successfully prepare himself/herself to live in another country. It gives statistics on numbers of overseas assignees who do not complete their assignments and discusses causes for such high statistics; it further lists and discusses four categories that an international personnel manager looks for in an applicant. These include: (1) Individual-Technical: the individual's background, education, experience; (2) Individual-Human: the applicant's interpersonal capabilities; (3) Individual-Conceptual: the applicant's ability to see the entire organization as a whole; and (4) Individual-Moral: the applicant's skills which reflect his/her sense of social, political and economic responsibility in policy, program and planning decisions which directly or indirectly affect the welfare of others. The article states that success in overseas employment is dependent upon the "individual's ability to muster technical, human, conceptual and moral skills. As a maturing forum, there is none better--it separates the meek from the masters."

Additional areas of coverage:
occupational language needs (5).

McNickle, Roma A. (ed.). Differences That Make the Difference. Papers presented at a seminar on The Implications of Cultural Differences for Corrections. Washington, D.C.: Joint Commission on Correctional Manpower and Training, August 1967. 68 pp.

139

The nine papers presented in this work address issues related to correctional rehabilitation programs for five minority groups over-represented in the correctional population. The major premise of these papers is that corrections would be affected significantly if correctional workers had a greater understanding of cultural differences and used this information and training more effectively to communicate with persons from these minority groups.

One of the significant statements of this work is the need for correctional workers to articulate in the language of the client. Consequently, training programs for correctional workers should make provisions to include information on minority cultural groups, their social institutions and their socio-economic problems. The groups discussed in these papers are Mexican Americans and other Spanish-speaking people of the Southwest; American Indians; American Negroes; Puerto Ricans; and Japanese Americans.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

"Notes for the Corporate Nomad: Learning Languages." Fortune (March 1971), 46.

141

This article points out that many otherwise successful executives are unable to learn a second language well enough to use it in a work situation. It goes on to describe a one-hour Modern Language Aptitude Test developed at Harvard University which can forecast with accuracy a person's chances of linguistic success. The aptitude test was designed by Professors John B. Carroll and Stanley M. Sapon and is published by Psychological Corporation.

Additional areas of coverage: none.

Pincus, Michael S. "Foreign Languages in the Service of the Liberal Arts: Look, Then Leap!" Bulletin of the Association of Departments of Foreign Languages, Vol. 3, No. 1 (September 1971), 19-23.

144

In this article the author reports on a study of the opinions of department chairmen at the University of New Hampshire regarding what they expect from the study of a foreign language: (1) for the students in their field; (2) in the context of a liberal education; and (3) more specifically, for their students or the general student when the language in question is Spanish. Twenty department chairmen were interviewed and several of the results are reported.

Additional areas of coverage: none.

Robinson, Richard D. International Business Management: A Guide to Decision Making. San Francisco: Holt, Rinehart and Winston, Inc. 1973.

148

Designed as a text for basic, graduate courses in international business management, this book follows, essentially, a listing of the strategy decisions with which an international firm is faced and of the variables relevant to choices. It includes examples of how the variables might influence decision outcomes and a discussion of research pertaining to each option. The author has attempted to make this volume a report on the state-of-the-art, valuable to students, researchers and practitioners of whatever nationality. It focuses on management and does not include international economics. Strategy is divided into the following chapter areas: Sales, Supply, Labor, Management, Ownership, Financial, Legal and Control. Public policy implications conclude the work, as well as a glossary of acronyms used in the text, and index. A discussion on languages is found in Chapter Four, Management Strategy, 4.1, "Selection of Overseas Management." Additional areas of coverage: None

Tamarkin, Toby. "Mini-dramas Created on Location Can Stimulate Cultural Awareness." Accent on ACTFL, Vol. 4, No. 5 (September-November 1974), 12-13.

156

This article reports the results of a trip taken to Puerto Rico by members of an experimental career Spanish program at Manchester Community College in Connecticut. The group, headed by Toby Tamarkin, consisted of students taking the course and trip for college credit and of some who were merely auditing, and was conceived as a vehicle to achieve awareness of cultural traits and to develop observational skills. Each student kept a daily diary of events observed which he/she felt reflected cultural differences. These observations of cultural differences became the basis for mini-dramas written by the students, which helped them to develop a greater awareness and appreciation of the target culture.

Additional areas of coverage:
instructional materials (3).

"Texas Occupational Information System Proposal." Submitted
by the State of Texas to the United States Department of Labor, National Occupational Information Services, Wasnington, D.C., January 27, 1975.
Austin, Texas: State of Texas, 1975.

158

This proposal is submitted by the State of Texas to the Department of Labor for funding under the announced grant program of the Department's Occupational Information Systems (OIS). Basically, it addresses the need of the citizens of Texas for an operational occupational information program enabling individuals to make career choices and employment decisions. The project OIS program will "coordinate information dissemination efforts which are currently in operation within the state," "provide up-to-date localized information concerning job opportunities, salaries, entry requirements, and training sources," and "provide a mechanism by which a user can 'search' the system for occupational classifications which fit his/her interests, aptitudes, and goals." This project further proposes to assist students, out-of-school youth, and adults through career education, career and employment counseling, and manpower and educational planning programs. Approximately 400 occupational titles will reflect the structure and geographic regions of the State of Texas, all levels of preparation and training, and the needs of target populations. Occupational descriptions will be, for most occupations, available in both English and Spanish. The appendices of this document provide major sources of occupational information, including National, State, and Local Information Sources, Sample Lists of Occupational Titles, Sample of Localized Occupational Information, and others.

Additional areas of coverage: none.

Zens, Clarence M. (ed.). "Allow Two Years to Select, Train Managerial Staff for New Overseas Operation, Businessmen Are Told." International Commerce, Vol. 72 (January 3, 1966), 2.

165

In this article Allen B. Dickerman, director of the Management Development Department, Syracuse University College of Business Administration, discusses his supervisory training programs for overseas executives with the Foreign Trade Club. Problems encountered by multinational corporations employing executives from within the countries where branches are located are described in terms of appropriate training; problems encountered by American executives recruited for work in foreign countries are also cited. The Management Development Department's role in conducting tailor-made programs for foreign nationals is discussed. The article further states that eighteen training manuals dealing with various aspects of economic development and business management have been published by the department in cooperation with the U. S. Agency for International Development.

Additional areas of coverage: none.

Andersson, Theodore. "The Teacher of Modern Foreign Languages." A reprint from The Education of the Secondary School Teacher. Middleton, Connecticut: Wesleyan University Press, 1962.

205

This paper describes the course of education for a teacher of modern foreign languages, together with its faults and needs. Topics discussed are: (1) the importance of early experience, schooling, and training; (2) a visit to a seventh-grade class in Russian; (3) a visit to an eleventh- twelfth-grade class in French; (4) the six-year sequence of foreign language study, grades seven to twelve; (5) qualifications of the secondary school teacher of modern foreign languages; and (6) the training of the secondary school teacher of modern foreign languages. The paper has a summary and conclusion, along with a bibliography of selected readings. Especially relevant are the sections on the qualifications and training of a secondary school teacher in modern foreign languages.

Additional areas of coverage: none.

Bamberger, Fred H. "Translating in the U. S. Patent Office." Modern Language Journal, Vol. 46, No. 1 (January 1962), 33-36.

207

The United States Patent Office maintains extensive scientific and technical translation services for itself, for other government agencies, and for certain clients involved in patent cases. There is lack of agreement by authorities, however, on the issue of whether it is more desirable for translators to have an excellent knowledge of the languages involved in the translation or for them to be highly knowledgeable in the technical subject matter to be translated. To end this conflict, the author suggests that colleges provide science courses for non-scientists who are prospective linguists and translators whereby these persons would acquire a working knowledge of the subject matter in their field of interest and would be able to perform more effectively as translators.

Additional areas of coverage:
occupational language needs (5).

Finlay, Ian F. Language Services in Industry. London:
Granada Publishing Limited, 1973.

223

This work is based, in part, upon the need to meet the service demands of business and industry (British) for well-trained and educated workers with foreign language proficiencies. It contains useful information for those persons intending to provide language services in business and industry, and it may "usefully form the basis for carrying out what might be called a foreign language audit within a firm." Major topic headings deal with types and degrees of language knowledge, translating, interpreting, teaching, secondary linguists in industry, language trainees, language testing and examinations, production of foreign language literature, and general language aids in industry. There are several appendices, and suggested reading lists follow each chapter.

Additional areas of coverage:
occupational language needs (5).

Garry, Samuel. "Breaking Down the Language Barrier." School Shop, Vol. 30, No. 30 (November 1970), 55+.

227

This article concerns itself with bilingual education in New York City schools, specifically focusing on a graphic arts workbook developed for Spanish-speaking students. This workbook, the developers feel, can help to bridge the gap between Spanish-speaking and English-speaking students, giving them more equal opportunities in learning a marketable skill.

Additional areas of coverage:
instructional materials (3).

Ivancevich, John M. "Predeparture Training for Overseas: A Study of American Manager Training for Overseas Transfer." Training and Development Journal, Vol. 23, No. 2 (February 1969), 36-40.

236

Based upon the opinion of a number of experts in international management and training, predeparture training for American managers taking overseas assignments is of some value. This article is derived from a study of 127 completed questionnaires from an initial sampling of 372 companies belonging to Fortunes "500" companies having foreign operations. Responses by foreign operations managers in the U. S. and by American managers working overseas indicated that preparation in the host nation's language, living conditions, economic structure, and customs is of high priority. Recommendations relating to training for predeparture programs are given.

Additional areas of coverage:
occupational language needs (5).

Morrison, Joan. "Course in English Asset for Hospital."
The New York Times (April 7, 1974), 69.

254

This article outlines an on-the-job language training program conducted by the Morristown Memorial Hospital in Morristown, New Jersey. The hospital president, Donald A. Bradley, says that the program improves Spanish-speaking workers' immediate value and promotion potential. The program starts by teaching everyday nouns used on the job at the hospital--such as broom, mop, bedpan and thermometer. Later classes deal with common problems such as renting an apartment, signing contracts, buying furniture and arranging for insurance. The hospital provides trainees with books, work materials and an instructor.

Additional areas of coverage:
non-English speakers' needs (6).

The American University. "BCIU Training Program at the
American University, Washington, D.C." Washington,
D.C.: The American University, Business Council
for International Understanding, n.d. (Mimeographed.)

303

This Business Council for International Understanding (BCIU) publication describes programs taught by the organization at the American University in Washington, D.C. to prepare business managers and their families to function effectively in any area, country or community in the world. Included are an outline of BCIU's approach to teaching language and cultural awareness and functional descriptions of specific programs taught. These programs include: programs for U.S. managers going abroad; programs for U.S. or national corporate officials with international responsibilities; American Studies Program for foreign nationals coming to the U.S.; in-house group international management seminars; programs for U. S. managers returning home; and high-intensity language instruction. The document also gives a list of countries in which the BCIU Institute has presented programs.

Additional areas of coverage:
non-English speakers' needs (6).

Murphy, Anne Austin. "Undergraduate FL Training and Social Science Research." ADFL Bulletin, Vol. 6, No. 1 (September, 1974), 37-39.

334

Reprinted from International Studies Notes (Issue I: Spring, 1974) and published by the International Studies Association with the cooperation of the University Center for International Studies, University of Pittsburgh, this article expresses the author's concern over the apparent impasse in combining foreign language training and social science research. Professor Murphy, who is Associate Professor of Political Behavior at Eckerd College, sees the problem as a symmetrical dilemma: the undergraduate liberal arts student majoring in languages gets little insight into social analysis, and graduate students in political science have difficulty passing language requirements. From the author's point of view, the thrust of language training presently seems to be to provide an uncritical appreciation of the civilization studies and merely an exposure to superficial information. The social science student, "impatient with the aura of language for language's sake," perpetuates the expectation of depending on translators. The author, a bilinguist herself, complains that the underlying problem with language departments is the "low profile," the lack of impact that social research has in undergraduate liberal arts curricula. What is needed to be taught, if the student is to communicate in a foreign language, are such things as an awareness of trade patterns, regional competition, child-rearing patterns, population movements, economic growth sectors, as well as intellectual trends and scientific research. She realizes that her proposal suggests that foreign language teaching be redirected and molded to fit the needs of social science research and this may be "tilting at windmills," but she points to her own institution, Eckerd College, explaining that its system of organizing faculty and curricula into collegia has made possible a new way of clustering disciplines, faculty and students. This reorganization of academic allegiances, she feels, is the key to a new approach which will provide greater opportunity for "productive cross-cultural research and comparison."

Additional areas of coverage:
findings, theories, or curriculum design (2).

Tatham, M. A. A., and F. C. English. Russian for the Businessman. London: Interlang, Ltd., 1965. (Not seen.)

350

"An audiolingual course in 15 units providing material for about 100 hours of instruction. Aims at a high level of oral/aural proficiency within common structures and 1,000 lexical items, about 4 percent of which is high frequency business vocabulary. Each unit, which is divided into four parts, is recorded on two tapes, each containing a situational dialogue and intensive drills on the new structures. A summary vocabulary is provided." (Taken from: Teaching Materials for Russian. Recorded and Audio-Visual Course and Supplementary Material; Courses and Readers for Students of Science and Technology and Social Science, Readers. London: Centre for Information on Language Teaching, May 1973. 29 pp.) (ED 083 885)

Additional areas of coverage: none.

"Training Bilingual Executives." The Office (March 1972), 26+.
354

This article describes the foreign language teaching method of the Sullivan Language School in New York. The program involves individualized instruction, using tape cassettes, live instructors and programmed lessons. Branches of the school are located throughout the country. The school also offers a cram course that brings a person to proficiency in a language in one week. Executives find the Sullivan system useful because they can schedule lessons to suit their own convenience and learning pace.

Additional areas of coverage:
current or future relevance (1).

Advisory Council for Technical-Vocational Education (ACTVE)
in Texas. "Technical-Vocational Education to 1980--
A State Forum." State meeting sponsored by the
ACTVE in Austin, Texas, February 25-26, 1975.

401

Approximately 400 participants representing business, industry, and education met at a state forum to review the present state and future needs of technical, vocational, adult and manpower education programs and products for Texas; and to identify specific directions these programs should take between now and 1980. "Serving Groups with Special Needs," one of six workshop sessions held during the two-day meeting, explored certain issues to determine whether the special needs of certain groups are adequately served in preparation for occupations. These groups include handicapped persons, disadvantaged persons, veteran groups, bilingual and bicultural individuals, ethnic minorities, and women. Among the issues discussed was the unavailability of adequate numbers of guidance and instructional personnel with bilingual skills and proficiency. Manpower programs offering English as a second language are in need of personnel who share the cultural distinctions of minority personnel in the community; however, such persons often lack the language proficiencies (e.g., English/Spanish) to serve effectively in instructional and guidance roles.

Additional areas of coverage:
non-English speakers' needs (6).

Angel, Juvenal L. Looking for Employment in Foreign Countries.
5th edition, revised and enlarged. New York: World
402 Trade Academy Press, Inc., 1961. 153 pp.

"This fifth edition has been substantially enlarged with new material mirroring the practical experience of the author in placing personnel in overseas positions. In addition to general points on where to look for employment, the importance of a good résumé, reflections on work contracts, living conditions abroad, etc., other important matters such as labor legislation in foreign countries and a geographical distribution of leading firms doing business abroad, many offering special possibilities for employment in foreign countries, have been added. Nearly all of the opportunities for employment abroad are with American firms, especially with those conducting operations or having branches or subsidiaries in foreign countries. Language qualifications alone do not constitute a basis for employment in any foreign country. In most cases it is important--in many instances almost essential--for the worker to be fluent in the language of the country but this is insufficient in the absence of the skills or other qualifications needed. (author)" This work is organized according to topical titles: (1) The Field of International Employment; (2) When Americans Live Abroad; (3) Employment Possibilities in Foreign Countries; (4) Geographical Listing of Leading American Employers Operating in Foreign Countries; (5) Status and Employment Legislation Affecting American Citizens in Foreign Countries; (6) Personal Inventory; (7) Survey of Employment Possibilities; (8) Occupational Worksheet and Different Résumés; (9) Samples of Specialized Résumés; (10) The Application Blank and the Interview; (11) Remuneration and Allowances for American Personnel Overseas; (12) Legal and Other Points to be Considered When Signing a Contract for Overseas Employment; and (13) Literature on Pursuit of Foreign Employment.

Additional areas of coverage:
occupational language needs (5).

403 Area Manpower Institutes for Development of Staff. "Bilingual/Bicultural Education and Training Programs: Some Needs and Problems." Montgomery, Alabama: AMIDS, February 1972. (Mimeographed.)

This document presents a summary of special needs and problems relating to bilingual and bicultural manpower education and training programs. The source of information is seven Area Manpower Institutes for Development of Staff (AMIDS). The summary is not intended to be exhaustive, but attempts to give an overview, in outline form, of what AMIDS personnel see as important actions in helping "minority culture" individuals obtain meaningful employment. It discusses needs relative to both bilingual and bicultural programs, staff characteristics and training, and needs and problems of bilingual manpower education and training for native Americans.

Additional areas of coverage:
occupational language needs (5).

Hendry, J. F. Your Future in Translating and Interpreting.
New York: Richards Rosen Press, Inc., 1969.

417

This is an informative work on the various aspects of a career in language translating and interpreting. Included are job qualifications and attitudes, what the job is and how to do it, the main field and the people in it, job training, how to get the job, job satisfaction, health and security, and how to make a self-evaluation. Chapter VII, "Related Fields and People in Them--'Anything That Talks'--Public Relations," is especially useful as it contains examples of agencies, businesses and firms whose employees require foreign language skills in their job performance. These include: businesses in the U. S. and abroad employing translators and interpreters "to keep abreast of modern methods in the various branches of technology throughout the world"; public relations work; travel agencies; the communication field, including telephone operators and broadcasting; foreign film dubbing; world agency jobs with the YMCA, YWCA, Red Cross, CARE, World Council of Churches, and Travelers Aid; airport, customs, immigration and hotels; foreign branches of banks, trade organizations and others. The work also includes appendices on "Universities and Colleges Offering Degrees in Translating or Courses in Linguistics, With or Without Translation," "Publications and Specialized Dictionaries," "Reading List," "Professional and Other Societies," and "Interested Firms and Institutions That Are in the Profession."

Additional areas of coverage:
occupational language needs (5).

Wellemeyer, John F. Survey of Personnel Policies in Relation to Foreign Language Competencies. Report No. NDEA-VI-31-5, Contract OEC-SAE-8517. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, May 1960. 24 pp. (ED 013 354)

430

"The principal United States Government Agencies that operate in fields requiring foreign language competencies, the U. S. Military Services, and some private organizations, were surveyed to determine their operating policies that relate to personnel with foreign language skills. The policies reviewed cover those related to: (1) recruitment of foreign language speaking personnel; (2) methods for identifying and evaluating the level of language skills; (3) provisions for language training of personnel who possess other essential skills; (4) provisions for language training for family members; (5) overseas assignment policies; and (6) the kinds of records kept in relation to language skills. The agencies surveyed include the Foreign Services of the Department of State, the Division of Language Services of the Department of State, the International Cooperation Administration, the United States Information Agency, the Department of the Army, the U. S. Air Force, the Department of Commerce, the Department of Agriculture, and a number of private organizations including Rand Corporation and the Asia Foundation. (AL)"

Additional areas of coverage:
occupational language needs (5);
current or future relevance (1).

Wellemeyer, John F., and Jeane J. Kirkpatrick. Resurvey of Foreign Language Needs of Selected Federal Agencies. Report No. NDEA-VI-32-5, Contract OEC-SAE-9387. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, June 1961. 145 pp. (ED 013 355)

431

"The Foreign Language needs of seven federal government agencies were studied in detail. Three of these agencies are primarily devoted to foreign operations--The Department of State, the United States Information Service, and the International Cooperation Administration. Three others are primarily concerned with domestic problems with only minor activities in or concerning foreign countries. Some information was also given for the Central Intelligence Agency. A summary section includes material drawn from the reports of individual agencies covering the requirements of these agencies, the training programs, recruitment and assignment policies, incentives, and indication of the range of language interests of the agencies. The summary section is followed by individual agency reports. (TC)"

Additional areas of coverage:
occupational language needs (5);
current or future relevance (1).

Allen, Edward D. "The Foreign Language Teacher as a Learner in the Seventies." Modern Language Journal, Vol. 55, No. 4 (April 1971), 203-207.

101

This article discusses the role of the foreign language teacher in individualizing instruction and creating motivation for students. Examples of lessons, methodology, scheduling, etc., designed to meet individual needs are given. Involving students, parents, teachers, and administrators in making curriculum and policy decisions is advocated as an avenue for establishing motivation for the study of modern languages.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Bird, Thomas E. (ed.). "The Classroom Revisited." Foreign Language Learning: Research and Development. Northeast Conference on the Teaching of Foreign Languages, Reports of the Working Committees. Menasha, Wisconsin: George Banta Company, 1968.

106

In this article, Working Committee II of the Northeast Conference examines foreign language instruction in the United States, concentrating, in part, on the classroom and the student in the years 1898 and 1968. The foreign language teacher of 1968 is described in terms of his/her roles as decision maker, planner, organizer of learning situations, director of practice, model, communicator of ideas, evaluator and diagnostician, and native speaker as foreign language teacher. Ten key questions on foreign language instruction are included.

Additional areas of coverage:
instructional materials (3);
non-English speakers' needs (6).

Boye-Møller, Monica. "Language Training for Immigrant Workers
in Sweden." International Labour Review, Vol. 108,
No. 6 (December 1973), 505-515.

107

The thesis of this article is that a knowledge of the native language is of foremost importance to the workers in a country. Sweden meets this need through government funded and approved adult education centers, most of them under the Workers' Educational Association, which concentrate on language education. Intensified language education has also come about through employer and employee union agreements and studies made by the Commission on Immigration, which have resulted in an act providing for time off and wage compensation for language study. The article describes this act, and provides a brief overview of teaching method, community information education, and teacher qualifications.

Addtional areas of coverage:
occupational language needs (5);
instructional materials (3).

Brein, Michael and Kenneth A. David. "Intercultural Communication and the Adjustment of the Sojourner." Readings in Intercultural Communication. Vol. IV. Pittsburgh, Pa: The Intercultural Communications Network. (June, 1974), 32-54.

108

The purpose of this article is to "discuss social-psychological factors related to the adjustment problems of the sojourner." They cite other authors of books and articles who have discussed the subject of sojourning and adjustment, their major goal to provide an integration of the research done. The major problem in understanding adjustment is that various investigators have been divergent in their approaches and it is difficult to inter-relate their findings or develop consistencies among relevant factors. The most important information is offered in the detailed discussion and reference citations of several of the more common approaches and traits, background and situational factors, and social interaction. They consider both verbal and non-verbal communication as being crucial to the development of understanding and integrating the divergent approaches. Therefore, they emphasize interpreting the research within the framework of intercultural communication. From their study, they conclude that effective intercultural communication seems to establish the necessary basis for adjustment; however, it does not insure that the sojourner will show good adjustment. The next step, they propose, is related to the sojourner's acceptance of his host culture once he has developed effective patterns of communication. An extensive list of references is included.

Additional areas of coverage:
none.

Cannon, Garland. "Bilingual Problems and Developments in the United States." Publications of the Modern Language Association of America, Vol. 86, No. 3 (May 1971), 452-458.

110

This article provides an overview of federal, state and local efforts to establish language courses to aid non-English-speaking citizens in the United States. Programs aimed at helping adult, working members of this non-English-speaking segment of society are mentioned briefly. The author calls for establishment of a bilingual institute in the U. S. which would administer comprehensive language programs "in the streets, in cities, and on campuses."

Additional areas of coverage: none.

Cooper, Robert L., and Lawrence Greenfield. "Language Use in a Bilingual Community." The Modern Language Journal, Vol. 53, No. 3 (March 1969), 166-172.

112

This research study of language use among urban bilingual Puerto Ricans hypothesizes that evidence of language maintenance would occur if, over several selected domains, Spanish speaking were preferred over English. A Spanish Usage Rating instrument was one of several used in the study. Data were gathered on family, neighborhood, religion, education and work. These data are presented in tables and are accompanied by analysis and discussion.

Additional areas of coverage:
manpower requirements (4).

Fellows, Donald Keith. A Mosaic of America's Ethnic Minorities.
New York: John Wiley and Sons, Inc., 1972.

114

Using procedures, techniques and resources of cultural and human geography, anthropology, sociology, theology and history, the author describes six ethnic minority cultural groups in relation to the dominant white cultural majority of America. Important to this work are tables, charts, and maps illustrating distribution of people, educational achievement, types of employment, land use patterns, migrational movements, geographical core areas, and the location of significant cultural features relative to each ethnic group: Blacks, Mexicans, Indians, Chinese, Japanese, and Puerto Ricans.

The bibliography is organized into six subdivisions, each representative of a chapter dealing with one of the ethnic groups.

Additional areas of coverage: none.

Fishman, Joshua A. "Bilingual Education and the Future of Language
Teaching and Language Learning in the United States."
ADFL Bulletin, Vol. 6, No. 3 (March, 1975), 5-8.

116

Dr. Fishman, University Professor of the Social Sciences at Yeshiva University, presented this paper at the Sixth Annual Meeting of ADFL at the MLA Convention, December 27, 1974, in New York City. He begins with an historical look at what language teaching as accomplished since the beginning of World War II up to 1965 and describes the changes of that period which stemmed from extra-societal influences. But during the past decade (1965-1975) most of the impetus for change has had strong indigenous societal roots, and language teaching has had to respond to social needs such as "the urban disadvantaged, the alienation of youth, the ethnic minorities, the rebirth of ethnicity and the fiscal crunch." Now, he declares, language teaching in the U.S. needs a new panacea, and it is bilingual education. He suggests that if bilingual education is offered in the spirit of promoting a healthy self-concept and sound group functioning instead of being used for manipulative compensatory and transitional purposes, then it can function as the rallying cause so needed by the field. He cites the trend in Canada for economically advantaged parents to send their children to bilingual schools because they recognize the enrichment values. It is the author's view that this kind of bilingual education, that is, enrichment ("immersion"), could become the most reliable "prop" for language teaching in the U.S. He discusses both bilingual education and language teaching in sociolinguistic perspective and states that if there is anything that bilingual education has to contribute to language teaching, "it is its maximization of language learning for the communication of messages that are highly significant for senders and receivers alike, both in their individual as well as in their actual and potential societal capacities." However, there is the question of maturity on the part of the American public and those in the language teaching profession to be able to move bilingual education forward and accept it as one opportunity among many to revitalize language teaching. All of the points he discusses in this article the author has further developed in his book, Sociology of Bilingual Education, prepared under contract OE-0-73-0588 for the division of Foreign Studies, DHEW, USOE (1974).

Additional areas of coverage:
findings, theories, or curriculum design (2);
occupational language needs (5).

Freeman, Stephen A. "Let Us Build Bridges". The Modern Language Journal, Vol. 47, No. 7 (November, 1963), 261-268.

117

This article is a reprint of an address given by the author at the 15th meeting of the Northeast Conference on the Teaching of Foreign Languages, New York City, April 5, 1968. Professor Freeman stresses the importance of the foreign language teacher as a builder of the bridge of communication and contact with other peoples and cultures. The dilemma of our day, he says, is that often we find ourselves in other countries and among strange people before the bridges have been built, before communication has been established. This he attributes to the paradoxes of a jet-age world. The dream of international education has become a situation of widespread apathy in the U.S. in spite of the aspirations of the International Education Act of 1966. The more difficult international understanding becomes, the more foreign language teachers must be committed to dedicating themselves to the tasks of teaching. He praises the progress made in the definition and preparation of the foreign language teacher in the past ten years. However, his fear is that a second objective, the progressive experience in a foreign culture, has been neglected and that ideas and content in learning a foreign language need to be presented in a more stimulating, enthusiastic manner. Human empathy is a priority for it is the real basis of international understanding; rigid drills, pattern practice and repetitive exercises, although excellent devices for building technique, should not overshadow the human content of language. Thus, in his view, the teaching of reading is as important as the developing of oral skill in that it is a vehicle for content which may be lacking in purely oral material. The literature of a foreign country is probably the best of all bridges "because it is the distillation of the thought, history and ideals of its people." Travel and study abroad are another important bridge and he discusses the distinction between travel for pleasure and travel for study; the latter, he feels, should be subject to the same controls, requirements and evaluations as other classes taken for academic credit. Another bridge which he fears language teachers neglect is cooperation with other disciplines in school curriculum. Also he is concerned about the student who is exposed to foreign language study for a short time, that high school courses should not postulate continuance into third and fourth years, nor be exclusively college preparation courses. Every student should realize two things from any language course taken: (1) That with more time they could communicate enjoyably with other people in their language and (2) that they have already begun to find a wide new world of cultural and human interest. Also to ignore adult education in foreign language is a mistake. It is the teacher who is the key to the success of the program and effort should be concentrated on teacher training in cultural experience. He emphasizes that the importance of a foreign language class is in opening the minds of students to the existence of other thought and other ways of doing things, and the ultimate goal should be to offer the student a chance to experience real communication with other human beings.

Additional areas of coverage: none.

Freeman, Stephen A. "Modern Language Teaching: Problems and Opportunities for the Seventies." Modern Language Journal, Vol. 55, No. 3 (March 1971), 141-148.

118

A discussion of three major problems in foreign language teaching and suggestions for dealing with them are presented in this article. These problems are: (1) decreasing enrollments in language classes; (2) oversupply of language teachers; and (3) the trend toward isolationism.

Additional areas of coverage: none.

Graves, Mortimer. "Languages, Languages, Languages." ADFL: Bulletin of the Association of Departments of Foreign Languages, Vol. 5, No. 3 (March 1974), 20-23.

122

This is an article appearing in the Bulletin of the Association of Departments of Foreign Languages, March, 1974, by the Executive Director emeritus of the American Council of Learned Societies. The author suggests that current presentation of foreign language instruction in American schools and colleges bears no relation to challenges which face students in their future careers. Reference is made to a study which he conducted of the curricula of 161 colleges and universities which proved to him that "parochialism" and "provincialism" do exist in language training. He suggests that linguistic studies be emphasized in high schools as a first step toward solving the language-learning problem. Then, materials for learning should be presented. He sees the student as disabled in our monolingual society, and concludes that linguistic communication is ancillary to any expertise in the humane and social studies. The tendency for the present generation to progress from the present emphasis on science and technology into more humanistic problems is seen as sufficient reason for students to be properly trained in the use of language skills. He concludes that classroom focus must be shifted from teaching foreign languages to learning foreign languages as tools to be used as the needs arise.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Guither, Harold D. And W. N. Thompson. *Mission Overseas: A Handbook for U.S. Families in Developing Countries.* Urbana, Illinois: University of Illinois Press, 1969.

124

This book is designed to help orient the estimated one and one-half million American civilians who are living and working overseas to particular locales where incomes are low and where isolated environment require special adaptabilities. The authors state that although the handbook is designed primarily for Americans, citizens of other countries may find it helpful as many of the suggestions and related experiences are drawn from the responses of members of families who lived and worked in thirty nine developing countries between 1951 and 1966. The primary purpose of the work is " to help the family with its personal well-being" while living and working overseas. Included are appendixes which present facts about developing countries and selected references where further information may be obtained. The content is divided into useful chapters which deal with step-by-step preparations for overseas living and employment, the living conditions and experiences to expect, and the return and readjustment process. Of particular interest is a chapter entitled "Learning the Language," in which fourteen general language-learning rules by the Italian language teacher, P.S. Revetta, are given, as well as other suggestions for language training. Another chapter of special interest is Chapter Thirteen, "Learning to Work as a Foreigner."
Additional areas of coverage: None.

Hechinger, F. M. "The Decline of Languages." The Sunday Star and Daily News, Washington, D.C. (July 15, 1973), G-11.

125

This article deals with the decline in language course enrollment on college and high school campuses. It cites the MLA Survey statistics which indicate a 10 per cent over-all decrease in language enrollment on college campuses since 1970, and states the basic cause as being the dropping of language requirements on college campuses, with such high prestige colleges as Yale, Brown, Princeton and Stanford leading the way. It gives three other causes for language education drops, as stated by Mills F. Edgerton, Jr., chairman of the Department of Modern Languages, Literature and Linguistics at Bucknell University: (1) foreign language teachers do not really know what they teach, as they themselves are products of inadequate teaching; (2) the idea exists that a foreign language can be learned satisfactorily in the classroom with no outside work; (3) parents, having had negative experiences in their own language training, do not encourage their children to explore other languages.

Additional areas of coverage:
findings, theories, or curriculum designs (2);
occupational language needs (5).

Huberman, Gisele, and Vadim Medish. "Content Courses in Foreign Languages." ADFL: Bulletin of the Association of Departments of Foreign Languages, Vol. 4, No. 1 (September 1972), 62-64.

127

As a result of a grant from the National Endowment for the Humanities, a model foreign language program has been developed by the American University. This program attempts to "redefine the role of foreign languages in modern college curriculum" through the use of special content (interdisciplinary) courses which deal with various foreign cultures and are taught through appropriate foreign languages. Seventeen content courses are offered with topics taught in five languages: French, German, Hebrew (modern), Spanish, and Russian.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Illinois State Office of the Superintendent of Public Instruction. A New Rationale for the Teaching of Foreign Languages in Illinois: A Humanistic View. Springfield, Illinois: State Office of the Superintendent of Public Instruction, 1972.

128

"Attempting to discredit the widely held myth that the study of foreign languages serves only the interests of the college-bound student, this study describes a survey on the status of foreign language study in Illinois and proposes a new rationale for the study of foreign languages which would benefit the majority of students in American schools. The three main ideas are: (1) the importance of foreign language education in an international world; (2) foreign languages in an era of rapid communication; and (3) language instruction in a multi-racial and cross-cultural society. (RL)" An interest poll questionnaire on second language learning is included.

Additional areas of coverage:
findings, theories, or curriculum designs (2);
occupational language needs (5).

Jackson, Mary. "Let's Make Foreign Language Study More Relevant." Today's Education (Journal of the National Education Association), Vol. 60, No. 3 (March 1971), 18-20.

130

Reflecting upon the nationwide trend toward decreasing enrollments in the study of modern foreign languages, this article suggests that teachers can counteract this downward trend by performing an assessment of their own language instruction, methods, and curriculum. Teachers are urged to restructure language program objectives in order to match them to those needs expressed by students, particularly in the areas of relevancy and student involvement. Several methods and approaches are suggested for motivating students in the study of foreign languages.

Additional areas of coverage: none.

Mackey, W. F. *Bilingualism As A World Problem.* Montreal:
Harvest House Ltd., 1967. 57 pp.

137

In this brief but significant document, bilingualism--its incidence, causes, and consequences--is examined as a major problem affecting the majority of the world's population. Several dimensions of the causes and consequences of bilingualism are analyzed and discussed. The author suggests that officially bilingual countries consider the study of bilingualism "as a phenomenon" and in terms of its multidimensional character--each dimension having a substantial degree of variability. A selected bibliography is included.

Additional areas of coverage: none.

McGhee, George C. "English--Best Hope for a World Language." The Saturday Review, Vol. 2, No. 6 (November 30, 1974), 6 and 57.

138

In this guest editorial, the author discusses one of the barriers to international understanding: the lack of a common world language. He stresses the need for a universal tongue, stating that language is the essence of cooperation between peoples in the ability to comprehend the written and spoken word. He dismisses expectations of a new international language, such as Esperanto, since few people are willing to learn a new language that has no roots in history or literature and whose survival is uncertain. Reviewing the five official languages for the UN, he concludes that English, by sheer number of those who speak it as a primary or secondary language, is the most practical language to cultivate as everybody's second language since it now must be considered as "belonging to the world."
Additional areas of coverage: none.

Nash, Dennison. A Community in Limbo: An Anthropological Study of an American Community Abroad. Bloomington, Indiana: Indiana University Press, 1970.

140

Reporting on the adaptation of a group of Americans in a large city in northeast Spain, this book is an attempt in the direction of systematic research into the subject of the practical aspects of what happens to Americans while abroad. As the author states, this study does not employ standardized methods of survey reseasrch; rather it utilizes the traditional anthropological technique of participant observer. The approach, selection of community to observe, and methods of the investigation are revealed, as well as a discussion by the writer about personal transactions in field work. Notes are included after each chapter, with bibliography. Additional areas of coverage: Occupational language needs (5).

Ogram, Ernest W., Jr. *The Emerging Pattern of the Multinational Corporation.*
Reseasrch Paper Number 31. Atlanta, Georgia: Bureau of Business and
Economic Research, School of Business Administration, Georgia State
College, May 1965.

142

This paper, one in a series of research projects, was written by Professor Ogram who, at the time, was Professor of Economics and Director of the Institute of International Business at Georgia State College. The objectives of the study were twofold: to establish a meaningful profile for the multinational corporation; and to discuss some of the problems and prospects of a world-wide approach to business operations "as distinct from the traditional pattern of companies whose basic orientation is focused towards the domestic market." One aim of the paper was to overcome the deficiencies in research regarding the multinational firm, its organizational pattern, its indigenous philosophy and its future impact on other business enterprises. The method of analysis was based on interview of officials of the international business community in New York City. The author surveys the existing literature and describes the interview techniques, methods, results and profile. Also he discusses problems inhibiting expansion. He summarizes with problems, prospects and conclusions.
Additional areas of coverage: None.

Phatak, Arvind V. Managing Multinational Corporations. New York: Praeger Publishers, 1974.

143 This book is a publication of the Praeger Special Studies program which makes available to the academic, government and business communities "significant, timely research in U. S. and international economic, social and political development." ~~The author states that this book~~ It deals with the role of the headquarters of a multinational company in managing its worldwide operations.

> "The headquarters executives are perennially confronted with the task of making strategic decisions that have long-range consequences for the company as a whole. The nature of these strategic decisions and the basic managerial functions of planning, organizing, staffing, and controlling, which serve as the framework for making these decisions, is the focus of this book."

Part I is an introduction to multinational companies; Part II deals with the global environmental setting of multinational companies; the areas of major concern to the headquarters of a multinational company in each of the management functions are surveyed in Part III; and Part IV focuses on decision-making of headquarter executives. Detailed bibliographical notes are included after each chapter.

Additional areas of coverage. none

Proceedings of the First Annual International Multilingual Multicultural Conference, San Diego, California, April 1-5, 1973. Austin, Texas: Dissemination Center for Bilingual Bicultural Education, 1973. 56 pp.

145

This document comprises abstracts of some of the 120 papers presented at the First Annual International Multilingual Multicultural Conference, which was sponsored by the U. S. Office of Education and the Bilingual Bicultural Task Force of the California Department of Education. Of special interest are: (1) "The New York Experience"; (2) "The Training of Portuguese Teachers in Bilingual Education"; and (3) a list of exhibitors of instructional materials--foreign, commercial, and non-commercial companies. Not included is the abstract for the most relevantly titled presentation--"Bilingualism and Career Education."

Additional areas of coverage: none.

Rankin, Jerry Lawrence. "Mexican Americans and Manpower Policy."
Dissertation Abstracts, Vol. 32, No. 7 (January 1972).
Ann Arbor, Michigan: Xerox University Microfilms,
1972.

146

This study deals, in a historical sense, with the problem of Mexican-American employment from 1960 to the 1970's, focusing on particular aspects such as poverty and language as well as on government policies concerning the problem. These policies, according to this author's findings, have failed to meet the needs of disadvantaged Mexican-Americans.

Additional areas of coverage:
occupational language needs (5).

Research Consortium. "An Analysis of Multinational Corporations' Perceptions of Their Requirements for International M.B.A. Degree Holders." Irving, Texas: The University of Dallas, International Institute, June 1974. (Mimeographed.)

147

This document is a summary of a study conducted for the International Institute in June, 1974, by the Research Consortium consisting of J. Colquitt, V. Hajduk, S. Arora, and M. Umar. The study was undertaken to assess the following: (1) the United States corporate demand for Americans holding an M.B.A. degree with a concentration in International Management; (2) the U. S. corporate demand for foreign nationals holding a similar American M.B.A. degree; and (3) the corporate perception of the value of foreign languages in such an international curriculum. The document reviews procedures of the study, which consisted of sending mail questionnaires to 1,050 corporations doing a significant amount of international business and evaluating their responses. It presents three major conclusions of the study: (1) that true language fluency is a valuable asset as long as an individual also has technical business credentials; (2) that an American who has lived and studied abroad is perceived to be a more valuable asset than his/her counterpart who has not, though not as much so by larger corporations; and (3) that, in addition to demand for this specially trained and more widely experienced American, there is also a strong demand for foreigners who have been trained in America, particularly for overseas office work.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Rose, Sanford. "Multinational Corporation in a Tough New World." Fortune, Vol. 88, No. 2 (August 1973), 52+.

149

This is one of several articles appearing in this issue of Fortune which treat the subject of multinational companies, their power and autonomy. The central finding detailed in this article is that multinational corporations are entering a new era of consolidation and that their growth rates will be decelerating in the future. At the same time, they will be obliged to confront serious management problems that have heretofore been more or less ignored. The author reviews the effects of this growth change and theorizes that the United States could become a net importer of capital as well as the recipient of all earnings of past investments. In fact, so much foreign money may pour into the U. S. that labor might become receptive to the idea of foreign investments "and multinational companies might even become non-controversial." No reference is made to changes in language needs.

Additional areas of coverage: none.

Rosenthal, Alan S. "From Our Readers: Foreign Literature in the Academic
Supermarket." *F.L. Annals*, Vol. 8, No. 1 (March, 1975), 15-17.

150

The writer, a professor at the University of Maryland, Baltimore, criticizes
the practice of what he calls the "academic supermarket" situation prevailing
at a number of colleges and universities. He feels students are being
treated as consumers and are encouraged to come to school only to choose
products which are most appealing. Instead of intellectual substance, they
are being offered "packaging" and the causes he cites are these: (1) economic
pressures; (2) the shrinking job market; (3) new types of students, (4) and,
above all, the abolition of requirements. His main concern is the position
of foreign language study and he discusses some of the related problems. He
observes two extreme reactions on the part of foreign language teachers: on
the one hand, the refusal to admit anything has changed; on the other, the
cry of doom for the disappearance of foreign language programs altogether and
the resultant proposed remedies. It is to some of these remedial suggestions
that he addresses criticism: ie, the "wholesale attack" on literatue courses by
the "prophets of doom" and the concept of "relevance" which seems to be the
key word in academic consumerism and dubious well-defined utilitarian ob-
jectives which seem to have replaced the intrinsic value of language study.
In his judgment, it would be erroneous to deny literature a place in a new
foreign language program and folly to think of competing with such specialized
language schools as Berlitz whose sole objective is to teach languages in the
most expedient and most convenient way possible. The fundamental part of the
university experience, he argues, and the one area this is rightly the
universities' domain, is precisely literature (and, he adds, to a lesser
extent, culture). And rather than pedantry, he suggests that literary
pursuit be directed towards ideas, problems, issues, themes or genres and that
they be drawn from examples of those areas, the great works both past and
present. In conclusion, he advocates a proper balance between innovative
approaches to foreign language teaching and the recognition of the value
of literature in foreign language study. Without this balance, he sees
foreign language teaching relegated to the role of "academic charlatanism."
Additional areas of coverage: findings, theories, or curriculum design (2).

Royal Commission on Bilingualism and Biculturalism. A Preliminary Report. Ottawa: Roger Duhamel--Queen's Printer, 1967.

151

This document is a report of the beginnings of a comprehensive survey study of the state of bilingualism and biculturalism in Canada. The objective of this study is to recommend steps which should be taken to develop the Canadian Confederation with respect to an equal partnership between Canada's two founding groups, the English and the French.

This report and several books to follow describe the differences between the two dominant Canadian groups and between the district institutions operating within each culture.

A forthcoming book, The Work World: Government and Private Enterprise, should be of special significance to the present study.

Additional areas of coverage: none.

Royal Commission on Bilingualism and Biculturalism. Report--
Book I: The Official Languages. Ottawa: Roger
Duhamel--Queen's Printer, 1967.

152

Book I is the first of several studies to be published dealing with the state of bilingualism and biculturalism in Canada. (See annotation on A Preliminary Report.) It is concerned not only with the status of the two official languages, English and French, but with the distinction between individual bilingualism and state bilingualism; with the legal status of both languages in Canada; and with the examination of measures giving equal status to both languages. The research behind this book consists of a major demographic study (including results from the Census of Canada) directed at securing data relative to the language issues described.

The bibliography of Appendix V, Part B, dealing with entries on the book entitled The Work World: Government and Private Enterprise, should be reviewed for references relevant to the present study.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Sauber, M. The Six-Year Experience of Unwed Mothers as Parents: A Continuing Study of These Mothers and Their Children. New York: Community Council of Greater New York, 1970. (Not seen.)

153

This report, a detailed longitudinal study of 321 unwed mothers in New York City, covers several years after the birth of their children. The subjects of this study were Anglos, Blacks, and Puerto Ricans. Although the essential purpose of the study was to examine medical, social, and welfare service needs, the report concludes that services to these subjects must be improved and that one of the most important factors contributing to such an improvement would be the provision of welfare and social service investigators who were bilingual and could understand the culture and language of the subjects. In this case, many of the social and welfare delivery people did not understand the Black or Puerto Rican cultures and did not speak the subjects' language, so that they could not communicate readily.

Additional areas of coverage:
occupational language needs (5).

Seraile, Elmore J., *et al.* "Characteristics of the Population by Ethnic Origin, November 1969." *Population Characteristics: Current Population Reports, Series P-20*, Number 221, April 30, 1971. Bureau of the Census (DOC), Suitland, Maryland Population Division. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, 1971. 28 pp. (ED 073 221)

154

"This report is based on a sample survey conducted in supplement to the November 1969 Current Population Survey. The report shows characteristics such as: (1) mother tongue; (2) language regularly spoken in the home; (3) educational attainment; (4) employment status; (5) occupation group; (6) and income--for persons who identified themselves as of English, German, Irish, Italian, Polish, Russian, Spanish origin, and all others combined, a group consisting of persons of Negro, American Indian, Asian, and mixed origin. The data shown in this report were derived from detailed tabulations of the replies to the questions on origin or descent, on birthplace, language, and literacy asked in the November 1969 Current Population Survey." Of special interest is the section on income and employment.

Additional areas of coverage: none.

Taylor, Vernon R. Employment of the Disadvantaged in the Public Service--Guidelines for an Action Program for State and Local Governments in the United States. Personnel Report No. 712. Chicago: Public Personnel Association, 1971. 43 pp.

157

This report deals with ways of "fulfilling the national commitment to bring the disadvantaged into the mainstream of economic life." It discusses the nature of the problem as well as possible solutions. The appendices contain several good references, such as: "Employment Testing Self-Audit Questionnaire" (Appendix A); "How to Take a Test" (Appendix D); "Excerpts from Public Service Career Program Handbook, U. S. Department of Labor" (Appendix E); an excerpt from "Problems in Hiring and Training the 'Hard-Core,'" by William Karp (Appendix F); from Milwaukee, Wisconsin, "Summary of Existing Special Employment Programs" (Appendix G); and "Ethnic Census Form" (Appendix H).

Additional areas of coverage: none.

United States Bureau of the Census. *Statistical Abstract of the United States: 1974.* (95th edition) Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, 1974. 1,028 pp.

159

"The standard summary of statistics on the social, political, and economic organization of the United States. It is designed to serve as a convenient volume for statistical reference and as a guide to other statistical publications and sources. The latter function is served by the introductory text to each section, the source notes appearing below each table, the Guide to Sources, the section on Publications of Recent Censuses, and the Guide to State Statistical Abstracts." Of special interest are sections on: (1) Immigration and Naturalization; (2) Labor Force, Employment, and Earnings; (3) Foreign Commerce and Aid; (4) Outlying Areas under the Jurisdiction of the United States; and (5) Comparative International Statistics. Data are presented by tables, charts, and graphs.

Additional areas of coverage: none.

Walser, LeRoy. "Ethnic Study and Foreign Language Education: Chicanos and Spanish Language." Paper presented at ACTFL-SCOLT Joint Annual Meeting, Atlanta, Georgia, November 25, 1972. (Mimeographed.)

161

The author's purpose in this paper is to disclaim two prevailing stereotypes of the Mexican American (lazy *peon* and hot-blooded, glamorous *hidalgo*), and to study the teaching of the Spanish language, not as a foreign language, but as the native tongue of 10-12 million American citizens. He cites bilingual and ethnic studies programs as being helpful in exposing the contributions and potentials of a diverse citizenry of Cubans, Puerto Ricans, Mexicans and others of Latin ancestry which has heretofore not been recognized, in order to make the point that perhaps the most important reason for bilingual/bicultural programs is not international, but domestic. He suggests that, as a result of the present approach to language training, language departments are a sterile, isolated, non-relevant area of academia wherein little concern for the Chicano individual exists. He suggests certain areas where redirected research can improve ethnic studies for the Chicano and Anglo: (1) more concern for the individual in the classroom; (2) development of curriculum to enable the student to use language not as an end but a means to an end; and (3) dispelling of the image of academic insensitivity and professional sterility.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Weinstein, Allen I. "Foreign Language Majors: The Washington Perspective." Washington, D.C.: Department of State, Foreign Service Institute, School of Language Studies, October 1974. (Mimeographed.)

162

This speech, soon to be published in the periodical Accent on ACTFL, presents the author's view of the problems of unemployment among recent baccalaureates and limited employment for those trained in particular fields. The question "What can a major in a given subject area do with his training if there is no specific market for his narrowly defined skills?" is related to the specific field of academic modern foreign languages. The author's purpose is to define concepts; to review the validity of some pedagogical tenets and "heretical" theses; to consider objectively what teachers are actually doing; and to "subjectively empathize with our students." He explains what the Foreign Service Institute is as a part of the Department of State and how its School of Language Studies functions. He illustrates the "conceptual chasm" found between the different approaches to foreign language training of the School and the fixed curricula of most colleges and universities, and notes that there is no equivalency of the college grading system with the student's ability to communicate in the foreign language that he/she studies. He further cites recent surveys and studies which seem to indicate that the average student with two years of language study falls short of the Government Elementary Proficiency rating (S-1). His criticism of foreign language departments is not that they have neglected to do their job, but that because their job has not been to train people for most of the positions available in the federal government, any effort to evaluate academically the results of such analyses as those he has cited is essentially an empty exercise. Summarily, the federal government can do little to expand the job market for foreign language majors, but on the other hand, the study of communication through foreign languages can do much to enhance the attractiveness of a job applicant with regard to many kinds of positions. But, he states, it will be necessary to re-think some long-held notions of language learning. Notes on the speech include bibliographical data and sources.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

165

Zirkel, Perry Alan. "A Sociolinguistic Survey of Puerto Rican Parents in Connecticut." Paper presented at the American Orthopsychiatric Association Council meeting, May 31, 1973, in New York City.

166

This paper discusses a descriptive study designed to provide educationally relevant and empirical data on the home background of pupils from 218 Puerto Rican families. An instrument consisting of 47 items was administered on an individual basis in the home by a team of bilingual (Spanish/English) educators. Six major areas were explored. One major conclusion of this investigation was that "the family background of Puerto Rican pupils is generally compatible with and desiring of a bilingual/bicultural approach to effective education." Findings and recommendations of the study are provided.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

SECTION II

DESIGNS

This section is comprised of materials which, in their primary focus:

> "include theories, research findings, or curriculum designs which relate non-English language instruction to the world of work or to career preparation."

Each abstract has, where appropriate, mention of secondary areas of interest, also.

Allen, Edward D., Leona M. Glenn, and Frank Otto. The Changing Curriculum: Modern Foreign Languages. Washington, D.C.: National Education Association, Association for Supervision and Curriculum Development, 1968.

202

This is one booklet in the series developed by the ASCD Commission on Current Curriculum Developments. Dealing with problems faced by administrators and teachers in making decisions about foreign language teaching and learning, the book includes such topics as: (1) the role of foreign languages in the "national interest" context; (2) problems of methodology; (3) materials and equipment; (4) evaluation; (5) scheduling; (6) administration; and (7) future trends in the area of curriculum development. Of special relevance is the section on "national interest" and its brief bibliography.

Additional areas of coverage: none.

Anderson, Charlotte. "The Role of Foreign Languages in the Total Curriculum."
ADFL Bulletin, Vol. 6, No. 1 (September, 1974), 20-22.

204

This is a paper which was presented at the ADFL meeting at NEMLA, April 4, 1974, at the Pennsylvania State University. The author is Chairman of the Department of Foreign Languages, Montgomery County Community College, Pennsylvania, and past President of ADFL. She sees the need to adapt and change in order to meet the present crisis in foreign languages but questions if too much emphasis is being placed on short-range solutions which will ultimately demand long-range consideration. She lists three typical programs offered in undergraduate language departments: (1) career courses; (2) foreign literature and culture courses taught in English; (3) and the traditional language and literature study in the original language. She doubts that any of these will solve the problem totally. She suggests that a step should be taken in the direction of remedial courses in English to do what high schools are failing to do: give the student a full knowledge of his own tongue first. A second step would be to join languages with other areas of study, ie., English, Study Skills, History, Social Sciences, Business, Mathematics and the Physical Sciences, to improve the student's linguistic foundation. She cites her own department's efforts in these directions, referring to their project called "A Matter of Concern," as an effort to impress administrators and colleagues with the need to impose standards. She states that if requirements are not imposed, a college education will no longer lead to satisfactory employment. She warns, however, that if the language department leans too far in satisfying the demands of career programs or to accomodate the requirements of other departments, the risk is run that the department itself might become little more than a service discipline with little identity of its own. In a broad sense, the foreign language profession will stand and fall with the state of the humanities.
Additional areas of coverage: instructional material (3).

Axelrod, Joseph. The Education of the Modern Foreign Language
Teacher for American Schools. MQG 42674, BR-5-1359.
New York: Modern Language Association of America,
March 1966.

206

The problem with which this report deals is redefining the ends of the instruction offered by departments of foreign language in U. S. schools and discovering more adequate curricular means than are used at present to implement those ends. Topics discussed are: (1) the problem; (2) a portrait of the successful foreign language teacher; (3) recommendations for curricular development; (4) the strategy for change; and (5) ends and means: a summary. Two appendices are included: (1) members of the 1965 Institute Study Project; and (2) MLA Guidelines for Teacher-Education Programs in Modern Foreign Languages. Of particular interest is section 3, recommendations for curricular development.

Additional areas of coverage: none.

Benoit, Leroy James. "Report on the Defense Language Institute."
Speech delivered at the Modern Language Association
Annual Meeting, Chicago, Illinois, December 29, 1965.

208

"A summary is given of the Language Training activities of the Defense Language Institute, established in 1965 to teach the global language requirements of the Department of Defense to U. S. military personnel and English to foreign allied military personnel. The report describes: (1) the audiolingual approach used in its intensive training programs in 65 languages; and (2) the English Language programs conducted in 48 countries for military students who will attend U. S. military schools, or who must know how to operate and maintain equipment exported under the military program. General comments are made about efforts to provide effective support for language training. In addition, the report refers to the development of programs of instruction and materials for its regular language courses, basic conversational materials for overseas programs, and an experimental self-instructional course in French. (AB)" Not especially relevant.

Additional areas of coverage:
occupational language needs (5).

Birkmaier, Emma M. (ed.). Foreign Language Education: An
Overview. Skokie, Illinois: American Council on
the Teaching of Foreign Languages, National Textbook
Company, 1973. 450 pp. (Originally published as
Britannica Review of Foreign Language Education.)

209

This review is intended to serve educators, particularly classroom teachers and curriculum specialists, in the field of foreign language education. Appearing regularly, and covering the field comprehensively, it attempts to describe and appraise all the important work of the year. The book is divided into two areas: (1) substance, and (2) theory and practice. Of special relevance is the chapter on teacher education, qualifications, and supervision by Richard J. McArdle.

Additional areas of coverage: none.

Brooks, Nelson. "The Ideal Preparation of Foreign Language Teachers." A speech delivered at the Conference on the Preparation of Foreign Language Teachers, Harvard University, May 7, 1965. Modern Language Journal, Vol. 50, No. 2 (February 1966), 71-78.

210

"Language instruction, as distinguished from language learning, is considered in this article to be a new discipline whose objectives are competence in the taught language, cultural awareness, and literary acquaintance. The establishment of this discipline in terms of a professional graduate program for language instructors is discussed. The article deals briefly with the criteria for the selection of candidates, prerequisites for entrance to the program, a qualifying examination, a period of internship, and a code of ethical standards for language teachers. Particular attention is given to the curriculum design of the program."

Additional areas of coverage: none.

Calvert, Laura D. "Notes on the Peace Corps Language Training
Program." The Modern Language Journal, Vol. 47, No. 7
(November, 1963), 319-323.

213

Mrs. Calvert, Instructor in the Language Department, University of New Mexico, directed the Spanish training for one Peace Corps contingent in 1962 and has been coordinator of Spanish Instruction for the Peace Corps Training Center at the University of New Mexico. These notes appear in the MLA Journal devoted entirely to the Peace Corps program. She discusses the differences found in the Peace Corps language training system as compared with the usual college language course. She describes procedures, daily schedules and instructional methods and presents a typical classroom hour consisting of some dialogue practice, a presentation of morphology or grammar, and drills. Other techniques and goals are described in the brief, but intensive language program in which the volunteers are required to participate.

Additional areas of coverage:
instructional materials (3).

Castle, Pat and Charles Jay. "Foreign Language Teacher Training Programs in Illinois." Chapter of a special publication produced as a result of the Illinois Conference for Standardization of Foreign Language Education, Bloomington, Illinois, April 19-20, 1968. Springfield, Illinois: Illinois State Office of the Superintendent of Public Instruction, 1968.

214

"In addition to improving teacher education programs, Illinois colleges and universities are in the process of adjusting foreign language programs to meet the legitimate needs of high school graduates. So that teachers and counselors may have a better understanding of foreign language education programs in Illinois, this report describes sample French, German, Spanish, or all language curriculums currently offered in eleven state-supported colleges and universities. Included are admissions prerequisites, course offerings, degree requirements, and information on student testing programs and high school graduate placement practices. (AF)"

Additional areas of coverage: none.

Conner, Maurice W. "Foreign Language Teaching Combinations," ADFL Bulletin of the Association of Department of F.L., Vol. 6, No. 3 (March, 1975), 29-30.

216

The author, a member of the Department of Foreign Languages at the University of Nebraska at Omaha, introduces the hypothesis that the reason for some of the erosion in foreign language enrollment is that may positions in some school systems are not filled each year and when a position remains unfilled, it is often dropped from the curriculum. He describes the work of the Nebraska Language Information Placement Service (Nebraska LIPS) which, in addition to providing service to teachers, offers counselors and faculty members information regarding ~~which~~ allied teaching areas ~~are~~ in most demand in combination with a foreign language. Professor Conner presents a chart of teaching combinations with which foreign language is involved and the number of positions available in each combination out of 229 positions complied for the study from a post card survey, area newspapers, and the placement office at the University of Nebraska. He evaluates the data, the most striking conclusion to him, being the surprising number of jobs available in combination with at least one other teaching field. He ~~They~~ found that less than 1/3 were full-time positions in one foreign language and that 2/3 were for persons with a foreign language plus some other teaching field. Other conclusions were drawn: there are an encouraging number of positions available in foreign language; many positions are open in smaller communities; and language graduates are still able to obtain positions if they have prepared themselves to teach one or more allied fields and if they are willing to relocate.

Additional areas of coverage: manpower requirements (4).

Corimer, Raymond J. "Foreign Languages and the Liberal Arts." ADFL Bulletin, Vol. 6, No. 1 (September 1974), 23-25.

217

This paper was presented at the ADFL Meeting at NEMLA, April 4, 1974, at Pennsylvania State University. Professor Corimer is Chairman of the Department of French and Italian at Temple University. He expresses what he terms a "private dialogue" in which he defends the learning for learning's sake approach to language. Language learning, is, or should be, in his view, mind-expanding, consciousness-raising, culture-awareness-orienting and perception-deepening; these in themselves are its own reasons for being. But he does ask whether or not this view of languages and the humanities is still the only valid one. As he observes, language learning is integral to the "well rounded" education and is inherently useful as an employment factor because it enriches a student's communicative skills, a sought-for quality in any prospective employee. He explains there is no accurate way to project tomorrows job needs, then the main thrust of humanities studies should be coherence and equilibrium. He proposes that a fusing of imagination and discipline, tentativeness with committment are the goal to which educational policies should be directed. Whatever innovations may be proposed, they should be evaluated carefully. He defends the humanist who has studied foreign language and submits that that person is superior in perceptions, empathy, creativity and knowledge to the monolingual, whose view is "limited, uncreative and dependent..."
Additional area of coverage: current or future relevance (1).

Delaney, William. "Language Study in Slump." The Sunday Star and Daily News, Washington, D.C. (February 18, 1973).

220

This newspaper article concerns a study conducted by the Modern Language Association on language course enrollment on 1,312 representative college campuses for the 1968-1970 curriculum years. The study shows that enrollment dropped from 1966 enrollment by nearly 77 per cent, partly because of the eliminating of language requirements on college campuses to allow for greater student freedom in choice of curriculum as well as because of a general "indifference" to foreign languages in Americans who are relatively isolated from them. Richard I. Brod, MLA's director of foreign language projects, also blames the problem on the college literary approach to language. He cites the approach as inadequate and states that living languages as a viable means of communication are not taught. He talks of a need for a "new marketing" campaign to promote language training to young Americans and to increase interest in the international business world. Included are MLA statistics for the 1970-72 collegiate sampling on the drops in specific language enrollment: French 16.7 per cent, German 12.5 per cent, Latin 7.7 per cent, Italian 5.9 per cent, Spanish 5.4 per cent. Russian is stable, with more exotic languages, i.e., Hebrew, Japanese, Chinese and Portuguese, on the increase (an aggregate increase of 20 per cent between Fall, 1970 and Fall, 1972). These increases are due to "ethnic identification" (Hebrew) and international development. Also mentioned as a possible cause of enrollment drop is the cut in funding of the NDEA Title VI program, which helped subsidize "less commonly taught" languages.

Additional areas of coverage:
current or future relevance (1).

Dickhoff, John S. NDEA and Modern Foreign Languages. Sponsoring Agency: Carnegie Corporation of New York. New York: Modern Language Association of America, August 1965.

221

"The influence of the National Defense Education Act (NDEA) on language education is considered in this study. Special emphasis is given to: (1) continuing issues and questions; (2) research in language and language education; (3) fellowships; (4) NDEA language and area centers; (5) institutes; and (6) teacher education. There is a chapter on state services, equipment, and materials for improvement of instruction and one on relations between the Foreign Languages Program of the Modern Language Association and NDEA. Appendices include summaries of NDEA achievements, recommendations for future discussion and action, and a list of NDEA titles. (AF)" Of special relevance is the section on teacher training. The document is available from the Materials Center, Modern Language Association of America, 62 Fifth Avenue, New York, New York.

Additional areas of coverage:
current or future relevance (1).

Ford Foundation. Language Doors. New York: Ford Foundation,
May 1964.

224

This document explores the Ford Foundation's interest in English as a Second Language (ESL) with emphasis on the less-developed countries; linguistics; and foreign language training. It provides a general description of four of the Foundation's nine programs involved in these areas: International Training and Research, Education, Overseas Development, and International Affairs. Also described are the general purposes and activities of the Center for Applied Linguistics.

The Center for Applied Linguistics is a clearinghouse and informal coordinating body for the applications of linguistic science to practical language problems. It was established in 1958 by a grant from the Ford Foundation; it publishes the Linguistic Reporter.

Additional areas of coverage: none.

Ginsberg, Leon H., and Mrs. Fred R. Harris. "Project Peace Pipe: Indian Youth Pre-Trained for Peace Corps Duty." Journal of American Indian Education (published in Tempe, Arizona, by the Arizona State University College of Education), Vol. 7, No. 2 (January 1968), 21-26.

228

Project Peace Pipe is a cooperative effort to train American Indian youth for Peace Corps Service in Latin America. Four agencies joined together in sponsoring the project, which began in the summer of 1967. These agencies were: Oklahomans for Indian Opportunity, the University of Oklahoma, the Bureau of Indian Affairs, and the Peace Corps. The training program for eleven participants comprised Spanish language skills, communication skills, and attitudinal training.

Additional areas of coverage:
instructional materials (3);
current or future relevance (1).

Grittner, Frank M. Teaching Foreign Languages. New York:
Harper and Row, Publishers, 1969.

230

The author combines in this book the principal knowledge areas considered directly relevant to foreign language teaching. This effort is, in part, based upon the recommendations of 23 foreign language educators as published in a report dealing with a study of the NDEA Foreign Language Institute program during the summer of 1965. Chapter 2, "Why Americans Should Study a Foreign Language," and the accompanying bibliography should be of considerable interest.

Additional areas of coverage: none.

Harmon, John, James Simms, and Hannelore Tierney. Manpower in the Neglected Languages, Fall 1962. NDEA-VI-40. New York: Modern Language Association of America, December 1963.

231

In a study carried out by the Modern Language Association under contract to the U. S. Office of Education, the state of the study of "neglected" languages in United States colleges and universities for the years 1962-63 was surveyed. The five major languages--German, French, Italian, Spanish, and Russian--were excluded from this survey. 270 foreign language departments in 168 colleges and universities reported that 68 "neglected" languages were being taught by more than 1,000 language teachers to an estimated 11,000 students. The languages having the largest enrollments are Hebrew, Japanese, Chinese, Portuguese, and Norwegian.

This study includes a large number of charts and tables, with data on enrollment by institution, data on enrollment by language, a roster of teachers by language, an alphabetical roster of teachers, a roster of students by language, and an alphabetical roster of students.

Of particular interest are the data on the reasons for students learning foreign languages. Writing and research, teaching, travel, general cultural interest, careers in the State Department and other government work, the Peace Corps, and missionary and church work and business were given as responses to this part of the study.

Additional areas of coverage:
instructional materials (3).

Harmon, Lindsey R. Doctorates in Linguistics and Modern Foreign Languages--Their Numbers 1957-1961, Education, and Experience. National Academy of Sciences, National Research Council, Grant OEG-3-14-019. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, October 1963.

232

"This Office of Education report, based on 1957-61 figures, contains detailed tables offering data on undergraduate, master's, and doctoral areas of specialization, doctoral minor and dissertation fields, pre-doctoral professional experience, age at various career stages, and geographic origin. Given also are data on baccalaureate-doctorate time lapse, institutions at which high school, undergraduate and graduate work were pursued, regional distribution of undergraduate schools, higher educational experience in foreign countries, citizenship, and the percent of women doctorates. Further charts outline the post doctorate employment plans and employment categories of doctoral graduates. Appendices list American Learned and Professional Societies, and the numbers of linguistics and foreign language doctorates holding membership in each. (RW)"

Additional areas of coverage:
current or future relevance (1);
occupational language needs (5).

Hechinger, Fred M. "Combating Lingui-chauvinism: A Biracial, Bilingual Experiment in Ohio." Saturday Review (March 8, 1975), 46-47.

233

This article describes a new educational program now underway in Cincinnati. It is a bilingual program, but the word bilingual is used in a context different from current usage wherein bilingual education comprises the teaching of both content and (usually) English, and eventually swinging to English only.

In Cincinnati, children who are native English-speakers are taught German and are taught other content in both English and German; this process begins slowly, but increases in intensity and in quantity. The program is voluntary, involving two elementary schools; children are bussed in and the schools are fully integrated. In the next school year a French bilingual school will start up, with a Spanish one slated for the following year.

The result of this type of education is that the students who complete the schooling are completely bilingual--they speak, read, write, and think equally well in both languages. This program is significant because it will produce persons who are almost perfectly bilingual and who will be seeking careers that utilize their language skills.

Additional areas of coverage:
instructional materials (3).

Iverson, Robert W. "The Peace Corps: A New Learning Situation". The Modern Language Journal, ~~pp.~~ 301-304. Vol 47, No. 7 (November, 1963), 301-304

The author is an American history specialist, having taught at several leading universities, and, at the time of writing, was Deputy Director of Training in the Peace Corps. He was also Professor of Social Sciences in the Maxwell School at Syracuse University. He reviews the history, objectives and curricula of the Peace Corps and the voluntary assistance offered by universities in its training programs. He discusses the "compact model" curriculum, stripped of non-essentials, which is directed toward two objectives: (1) bicultural performance in (2) a prescribed work situation, and that language is a key to the first. He describes the University of Iowa's intensive Indonesian program and cites it as an example of an imaginative coordinated 12 week program which met both objectives successfully. Other university programs are also described, such as those at the University of New Mexico, University of Washington, University of California at Los Ang., Syracuse University, the Research Institute for the Study of Man, Ohio University and the University of Hawaii. He indicates that language instruction is a central feature of these programs of study and remarks that without question, much of the effectiveness of P. C. language training derives from its limited objectives, the high motivation of the trainees, and the dynamism of its instructional methods and situations. The volunteers learn to speak the languages of their host countries, no matter how unsophisticated or imperfect their vocabularies and accents, "because they have to. Linguistic polish can come later." ~~He continues by stating that~~ While the most spectacular and rewarding results are achieved in language training, similar achievement occurs in other area studies. The training programs have been surprisingly productive in such short periods of time because the capabilities of the volunteers are being stretched to their fullest.

Additional areas of coverage: Instructional material (3)

Jackson, Mary H. "Foreign Languages--Yesterday, Today and
Tomorrow." Today's Education (Journal of the
National Education Association), (November-December
238 1974), 68-71.

This is one of a series of articles intended to focus on development of a subject area (in this case, foreign language study), changes over the years, and possible future trends. The author is an associate professor of Spanish at Northwest Missouri State University in Maryville. The history of classroom language training is traced, beginning with the 1930's, through the World War II years when the Army Method (Army Specialized Training Program) was developed. The author points out inadequate follow-up in academia of this apparently effective method and discusses revitalized interest in the 1950's in the audio-lingual method, but sees the profession's disillusionment with this method. She sees current development of the cognitive-code approach as being a simultaneous competency development in oral-aural skills, reading and writing, and she compares it to the old audio-lingual system. Individualized instruction is emerging, but she addresses resultant questions, such as, are there sufficient resources and instructional material to augment such training? Will one teacher be responsible for the program or will duties be shared? How will students develop proficiency? etc. She presents some reasons for individualized instruction not being the most productive approach and speculates that despite positive development in foreign language teaching, study of foreign languages has declined. From this, she assumes that if foreign language courses are relevant, students will enroll in them. The survival of foreign language study seems contingent upon a new role for foreign languages, that is, more emphasis on courses that can assist those who plan for careers involving foreign languages.

Additional areas of coverage:
instructional materials (3).

Jones, Roseboro, *et al*. "An Analytical Survey of Attitudes and Opinions, with Specific Reference to the Interest or Non-Interest Patterns, of One Hundred Grambling College Foreign Language Students Regarding Entry Into the Teaching Profession." Divisional Research Bulletin, Grambling College, Louisiana, Vol. 1, No. 2 (May 1964).

239

"This survey-study conducted in 1964 presents information obtained from 100 Grambling College students enrolled in language courses and seeks to determine whether certain factors have relationship to student attitudes and opinions regarding entry into the teaching profession. A questionnaire was administered to the students; this report describes the scope and administration of the survey, keynotes the highlights, and findings, and provides recommendations for changing students' attitudes. Includes a bibliography. (RL)"

Additional areas of coverage: none.

Kapitanoff, Lorraine T. "The Teaching of Technical Russian."
Paper presented at the Conference on the Teaching of
Russian at Pennsylvania State University, University
Park, Pennyslvania, May 18-19, 1962.

240

"A course in technical Russian is shown to differ from the visual language course in aims (translations, not oral skills), rate, caliber and motivation of student, demands on the background of the teacher, and material used. A sample outline of class procedure is included. (GK)" Particularly relevant is the section referring to the need for technical Russian in scientific professions.

Additional areas of coverage:
occupational language needs (5).

Kowalsik, Lula H. "Business for Business and Commerce". ADFL Bulletin,
Vol. 6. No. 1 (September 1974), 42-44.

241

This paper was presented at the Annual Meeting of AATSEEL in Chicago, Illinois, December 28, 1973. The author is a member of the Department of Russian, Douglass College. She cites the signing of the Soviet-American Trade Agreement in Washington in October of 1972 as an important event in encouraging contact between the U.S. and the Soviet Union, but, paradoxically, it has been accompanied by a decreasing enrollment in Russian language courses in this country. She proposes that it is now time to augment language literature and civilization curricula with courses stressing business, commercial, trade and technical vocabularly. She describes her experiences in attempting to do this in a specialized course but has found a lack of teaching aids and instructional materials for commercial Russian. She outlines the materials she has been able to find and methods employed in the 15 units that comprise her course:

Units 1-3 Sovie Supermarkets
Units 4-7 Problems of the Containerization industry in the Soviet Union and the United States.
Unit 8 Economy and state of Soviet Agriculture and technology
Unit9-10 Articles in Soviet press of contemporary interest and correspondence with U. S. State Department of Commerce and private corporations
Unit11-12 Typing (Cyrillic keyboard)
Unit13-15 Simultaneous translation

Other projects are discussed which the author used to keep the students interested and involved which deals in subject matter from economics to fashion. Her conclusion is that this kind of course material does not solve the problem of how best to train experts in business and commerce, but it is a means of drawing attention to future needs amd a way of offering suggestions on how to approach this aspect of Russian language learning. The article includes a list of texts which she has found helpful in planning her course. She also refers to an extensive list of some 265 American companies involved in trade negotiations with the Soviet Union which was compiled by Thomas V. Lydon for the Washington Forum, Inc.

Additional areas of coverage: instructional materials (3).

42 *

Landgraf, John L. "Aspects of Anthropology and Language Study in the Peace Corps." The Modern Language Journal, ~~pp. 305-310~~. Vol 47, No 7 (November, 1963), 305-310.

This article appears in the special edition of the MLA Journal which is devoted to the Peace Corps and its training programs. The author is an Associate Professor of Anthropology at New York University. During 1962-63, he served as Pe.Co. Representative in charge of the establishment of the North Borneo-Sarawak program and in the Pe.Co. office of Public Affairs in Washington. Dr. Landgraf stresses the importance of inter-disciplinary study of both anthropology and language in Pe.Co. training, especially in countries which seem to have been up to now, of special interest only to anthropologists. He discusses the value that the area of anthropology has offered to the Pe.Corps one of which is a procedure which anthropologists call "participant observation," an effective means of establishing deeper communication with the natives of foreign lands. Out of the anthropologist's work in language and cultural communication ~~[illegible]~~ in the field have come new approaches which are being utilized by language teachers and which h~~ave prove~~d valuable to Pe.Co. training, especially ~~in~~ with indigenous local dialects, sometimes referred to as "exotic" languages, where a knowledge of different speech problems and local variations is necessary for effective communication. He describes the specifications of Pe.Co. language training and how anthropological techniques and data have been of great help in forming courses which would be expedient and thorough for volunteers being sent to those "exotic" countries. He lists ~~34~~ twenty-four separate language training programs being taught at the time and explains other training procedures and ~~[illegible]~~ related area studies, many ~~[illegible]~~ of which are being taught by anthropologists. He mentions the even more intense training a volunteer experiences when he settles into his job in the field, and, similar to the acclimitization of the anthropologist, he participates in a variety of forms of local activity for which he must be prepared. A student who wishes to prepare himself for Pe.Co. work, he advises, should study such overseas-oriented courses as anthropology, area courses and international relations, but it is still language courses which are the "core of our overseas outlook in American education."

2 Additional areas of coverage: occupational language needs (5).

Landgraf, John L. "Peace Corps and Languages: An Introduction."
The Linguistic Reporter, Vol. 5 (April 1963), 1-2.

243

Most Peace Corps volunteers undergo a 10-15 week intensive foreign language training program before undertaking assignments abroad. Extensive basic and applied knowledge in languages taught by training institutions constitutes the minimum requirements established for student proficiency. In addition to this training, trainees who accept Peace Corps assignments, usually two years in duration, experience a unique opportunity to build upon their language skills while living and working within the language environment. The author notes that upon their return to the United States these volunteers should be considered as a major language resource; and that the success of their training has implications for the development of some new basic and applied knowledge in the language area.

Additional areas of coverage:
current or future relevance (I).

Lewis, Paula Gilbert. "Innovations in a Department of Romance Languages". ADFL Bulletin, of the Association of Department of F.L., Vol. 6, No. 3 (March, 1975), 36-38.

244

The author, a member of the Department of Romance Languages at Howard University in Washington D.C., discusses the activities and curricula of that University as an example of what innovations a foreign language department can accomplish in meeting the demands of a changin world. She mentions unique literatue and civilization courses which are now being offered, such as Afro-French and Afro-Hispanic courses, as well as African Haitian and Caribbean-oriented classes. Other ethnic studies are offered which are taught as inter-disciplinary courses. In addition to literary and cultural approaches, practicality is stressed in such offerings as Scientific French and Applied Spanish for the Social Services. A course emphasizing an oral approach as well as a literary one and which also has a practical value to the student of the theatre is one entitled French Theatre and Workshops, in which dramatic literature is studied, performed and produced by means of the French language. The author describes the theme of the Department: student immersion in a foreign culture. She mentions the establishment of a language house for language students, and discusses living, studying and traveling abroad programs. Extracurricular activities are also described, as well as funding for such activities, scholarships and financial aids. She points out that the department is extremely realistic in its awareness of practicality in education and is cognizant of two important responsibilities: (1) active recruitment and (2) "a curriculum and system of counseling designed to prepare students for a wide variety of careers after graduation." Future plans include the planning of Ph.D. program which hopefully will be as innovative, practical and flexible as the present program seems to be.
Additional areas of coverage: instructional material (3).

McArdle, Richard J. "Teacher education, qualifications and supervision." Foreign Language Education: An Overview. Edited by Emma M. Birkmaier. Skokie, Illinois: American Council on the Teaching of Foreign Languages, National Textbook Company, 1973. (Originally published as Britannica Review of Foreign Language Education.)

246

This paper discusses the current literature and research on teacher education, supervision, and qualifications in foreign language teaching. In reviewing the work of 1968 and its background, the author has attempted to relate it as much as possible to Pagnette's guidelines, since these represent the combined thinking of the profession and were published for the express purpose of giving a starting point from which programs and ideas could proceed.

Additional areas of coverage: none.

Paquette

Mackey, William F. Bilingual Education in a Bilingual School.
Rowley: Newbury House, 1969.

247

This is a description of the John F. Kennedy School in Berlin: a school serving a community using two languages, German and English. The document describes the objectives and curriculum of the school, the manner of teacher training, and the selection and preparation of materials.

Additional areas of coverage: none.

248

Marckwardt, Albert H. "Training the Peace Corps for English Teaching Abroad." *The Modern Language Journal*, Vol. 47, No. 7 (November, 1963), 310-314

Dr. Albert H. Markwardt authored this article while serving as Professor of English and Linguistics at Princeton University, as Chairman of the Advisory Panel for the English Teaching Division of the U. S. Information Agency, and as a member of the National Advisory Council on Teaching English as a foreign language. He was also former director of the English Language Institute of the University of Michigan. He describes the Pc.Cy. undertaking of the teaching of English as a foreign or second language (TEFL) with respect to the number of volunteers involved and its popularity with the people of the host countries. There is considerable variety in the kind of English teaching that Pc.Cy. volunteers are called upon to do, i.e., direct teaching, teacher aide responsibility, and teacher-training. And the distinctions must be made between English as a second language and English as a foreign language. But some introduction to the subject is indispensable to virtually all volunteers of the program. The author indicates some of the special problems, such as articulatory processes, inflections, substitutions, variations and the difficulties a native faces in learning English as a foreign language or second language which all volunteers most likely will encounter. He describes TEFL training courses taught at several volunteer universities and outlines their structure and objectives. An historical perspective of TEFL is given and an assessment of the need for further recruitment and training programs to prepare teachers of English as a foreign language is made. It is the author's hope that returning Pc.Cy. volunteers will be given further opportunity to contribute to the growth of TEFL programs in the future.

Additional areas of coverage: none

Meinel, Hans. A Course in Scientific German. (Deutch für Techniker und Naturwissenshaftler.) München: Max Hueber, 1972. (Distributed by Center for Curriculum Development, Inc., Philadelphia.) Reviewed in:

Bauschinger, Sigrid. "Reviews." The Modern Language Journal, Vol. LVIII, Nos. 1-2 (January-February 1974), 72.

250

This is a review in The Modern Language Journal of a course textbook in scientific German by author Hans Meinel. The reviewer states that although the book is intended as an introduction to German for graduate students in sciences and technology, there is no reason why the book should not also be used in undergraduate courses with the same aim. The book stresses grammatical topics important in scientific German, and contains 23 main lessons and 18 extension material lessons covering a wide range of scientific interests. Texts are supplemented by charts and lists with terms; mathematical expressions; common scientific abbreviations; conversion tables for measurements, weights, temperatures, and pressure; and a short bibliography of scientific dictionaries and periodicals in German. Also included are photographs and reproductions of drawings. Reviewer Bauschinger asserts that teachers who use this book do not need special preparation as scientists, although an interest in the sciences would be helpful.

Additional areas of coverage: none.

Mullen, Wahneta M. "Many Learners, Many Goals, Many Curricula."
Responding to New Realities. Skokie, Illinois:
National Textbook Company in conjunction with the
American Council on the Teaching of Foreign Languages,
1974.

255

This article explores change and innovation in foreign language learning and teaching while focusing on three major components: (1) the learners and their needs (affective and cognitive); (2) the goals of foreign language instruction as viewed by various individuals and groups; and (3) the many curricula currently in operation. Under "Many Curricula," a growing interest in career-oriented programs is indicated. Specific examples of institutions providing foreign language curricular arrangements for career goals are given. The College of San Mateo is cited for responding to the needs and interests of its community by offering courses in "Spanish for Police Officers, for Social Workers, and for Nurses; German for Travelers and Business People; and French for Airline Personnel." Other similar courses and authors working on designing curricula for careers are also cited. A list of references is included.

Additional areas of coverage:
instructional materials (3).

257

Office of Bilingual Education. Building Bridges to Better
Bilingual Education. New York: New York City
Board of Education, 1973.

"This information dissemination report presents a brief introduction to the Building Bridges to Better Bilingual Education Program of the Central Board of Education of the City of New York. The primary aim of the program is to promote the linguistic and academic progress of those Title I eligible Spanish-speaking children whose achievement levels are below the grade level of the district and city as a whole. For this purpose it has initiated a teacher-preparation program specifically designed to meet their instructional needs. This training includes courses in the methodology of bilingual instruction, Puerto Rican and Hispanic culture, and language proficiency in English and Spanish. Also included is information on the various components of the program. (SK)" Of particular relevance is the section on language proficiency training in Spanish.

Additional areas of coverage: none.

Ornstein, Jacob. "New Accents in Foreign Language Teaching." Intellect, Vol. 103, No. 2364 (March, 1975), 395-398.

258

The author, Jacob Ornstein, is a professor of Modern Languages and Linguistics at the University of Texas at El Paso. He speculates that the "halcyon days" of foreign language teaching programs and facilities are over, but he does see a positive factor, that is, the flowering of innovation in the field which has received little notice in non-language periodicals. He indicates two general routes of improvement: one, the elaboration of programmed instruction concepts; the second, the addition of a new component to the established structure. In the first category, he cites several examples of individualized instructional efforts found at the University of California, Berkeley, the University of Kentucky and at Colorado College. He also mentions the National Self-Instructional Program in Critical Languages which is supported by U.S. Office of Education grants and is directed from SUNY-Buffalo, and experiments with CAI (Computer-Assisted Instruction) at the University of Illinois. The author surveys the pros and cons of team teaching, microteaching, unstructured classrooms, television, the small-group, and contract teaching, the latter being developed at the University of Texas, El Paso. Other approaches are mentioned such as "multisensory approaches" and "total physical responses." Audio-motor units are described and reference is made to the realistic audial and visual stimuli approach taken by instructors at the Foreign Language Resource Center at Darien (Conn.) High School. Other techniques used abroad employ the "contextual approach" in which the student is an active participant with television, recordings, slides and printed texts, all of which concentrate on human, rather than aesthetic relationships. Ornstein comments that language textbooks, in their present form, may be headed for obsolescence and that instructional packets with changeable components will probably replace them. He cites some examples of the second category such as the utilization of previously neglected equipment like the language laboratory. Also, short wave broadcasts from Germany, Radio Canada and the Voice of America provide students with vocabulary often lacking in texts which emphasize words and phrases such as "moon landing module" and "crash pad." He discusses socio-linguistic research and the attitude that the language-learning process intersects with other disciplines. As for psycholinguistics, applied research has only scratched the surface in recognizing variables in methodology. And there is promise in "communicative competence," or the acquisition of contextual and sociolinguai cues along with language forms, that is, establishing new goals in terms of carrying out specific tasks, rather than merely mastering grammar. Also, the use of foreign language skills in all fields of professional research is sadly neglected, according to Ornstein, and should be encouraged. He suggest that foreign language training may be a means to break down the isolationism of departments in colleges and universities and help to encourage stimulating and useful interdisciplinary programs. He concludes that if the profession can continue to develop language study potentials, its future is bright. But here is still a great distance to go in abandoning the out-moded traditionalism which makes foreign language study unattractive to those who fail to see any relationship between it and contemporary life. Detailed notes are included. Additional areas of coverage: instructional material (3).

Pagnano, Jules. Education in the Peace Corps, Evolving Concepts of Volunteer Training. Notes and Essays on Education for Adults, 48. Brookline, Massachusetts: Center for the Study of Liberal Education for Adults, 1965.

260

This booklet describes the Peace Corps program of volunteer training in terms of its implications for future thought about the education of adults. Topics treated are: (1) a short evaluation of the development of the training program; (2) the involvement of Peace Corps personnel with university specialized training; (3) the cross-cultural method developed by training staff; (4) the intensive language training program; (5) the first pilot programs; (6) field experience; (7) returning volunteers as teachers in training programs; (8) college "advance training" for the Peace Corps; and (9) a proposal for the future. Appended is a role-playing exercise illustrating some administrative techniques on the personal level. Of special relevance is the section on the intensive language training, with regard to the Peace Corps as a profession.

The booklet is available from The Center for the Study of Liberal Education for Adults, 138 Mountfort Street, Brookline, Massachusetts 02146.

Additional areas of coverage: none.

Paquette, F. Andre. "Undergraduate MFL Teacher Training Programs in Schools and Colleges of Education--A Survey." Reprinted from The Modern Language Journal, Vol. 49, No. 7 (November 1965), 414-421.

261

"Information is presented based on responses of 203 department chairmen to a questionnaire studying the training of foreign language teachers at the undergraduate level. Subjects surveyed were course requirements, proficiency tests, methods courses, practice teaching, number of foreign language graduates, and plans for changes in the teacher training program. Seven charts are included to further clarify this report and comparisons are made with data accumulated in other studies. (AF)"

Additional areas of coverage: none.

Pardee, Lowe, Jr. "Oral Proficiency Testing: How and Why?" Falls Church, Virginia: 1975. (Mimeographed.)

262

This paper presents the view that there is currently a pressing need to know how language proficiency can be measured, since, in the author's mind, academic grades do not present a realistic evaluation of students' linguistic performance. He proposes that the solution lies in a systematic testing which would provide an immediate index of the proficiency of the person tested to judge his/her performance against criteria characteristic of certain basic life-situations. The author explains the difference between proficiency testing and usual college midterm or final examinations, and includes a sample rating scale. He explains the format of the oral test, comparing the differences between the FSI test and the CIA tests. The problem of too much subjectivity in oral proficiency testing is discussed, and he cites the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students in which five tasks are presented: (1) Sentence Repetition; (2) Reading Passage; (3) Sentence Conversation; (4) Sentence Construction; and (5) Response to Pictorial Stimuli. He provides a copy of proficiency definitions for oral/aural skills according to levels, guidelines for assigning language proficiency levels (Speaking-Understanding), and a sample grid in German, setting up levels in relation to verbs, nouns/adjectives, word order, and other elements. He discusses how the tests work, draws analogies to what the results can show, and explains the practicality of transferring the tests outside the government. He concludes with an attempt at answering the question: "What would be the utility of such a center to the college that housed it?" He also explains a number of instances where colleges should consider employing Foreign Language Oral Proficiency testing. He finally concludes that college level foreign language teaching is far from functional in a job-related sense, and that if oral proficiency testing were transferred to colleges it could serve as a diagnostic tool for making college foreign language programs more relevant for use in the job market.

Additional areas of coverage:
instructional materials (3).

Riddy, D. C. "Modern Languages and the World of Today." Extracts from speech delivered at the 13th session of the Council for Cultural Cooperation, Strasbourg, France, February 19-23, 1968, as reprinted in Information Bulletin 6 (1968) of the Council, pp. 11-18. Strasbourg, France: Council of Europe, Council for Cultural Cooperation, 1968.

267

"Extracts of a speech touch upon communication, linguistic studies of French, a coherent language program, teacher education, and exchange programs. Recommendations list areas in which further improvement in foreign language teaching is possible such as: (1) research, (2) teacher-training--both initial and in-service, (3) further education, (4) schools, (5) equipment and material for language teaching, and (6) suggestions for international action. (RL)" Of special interest is the section on teacher-training recommendations.

Additional areas of coverage: none.

Roberts, J. T. "Modern Languages in Education: Some Thoughts
on a Programme for Reform." Audio-Visual Language
Journal, Vol. 9, No. 2 (Summer 1971), 84-96.

269

Some thoughts about reform and rethinking of the teaching of modern languages in Great Britain are presented in this article. Three areas of contention are discussed: (1) traditionalism; (2) the mis-assessment of the role of language skills; and (3) the language-learning package deal. The author proposes suggestions for a program of reform, including among these the matching of objectives to needs--a systems approach.

Additional areas of coverage:
current or future relevance (1).

Robles, Gabriel (ed.). Problems and Position Papers on
Manpower English as a Second Language. Santa
Monica, California: Southwest Area Manpower
Institute for Development of Staff, 1971.

270

This report describes Manpower English as a Second Language (MESL), a program for students whose knowledge of English is inadequate for employment. The report compares MESL with traditional English language training courses. The position papers examine sociopsychological aspects of language learning, survival English, utilization of teacher-prepared materials and commercial texts, and effective use of audio-visual aids.

Additional areas of coverage:
current or future relevance (1).

Salgaller, Emanuel. "Scientific Russian for the Beginner: A Pragmatic Approach." (Paper presented at the 16th University of Kentucky Foreign Language Conference, Lexington, Kentucky, 1963.) Kentucky Foreign Language Quarterly, Vol. 10, No. 3 (February 1963), 162-169.

272

The author describes a rapid reading methodology for graduate students in science and technology, and for scientists and technicians, which concentrates on focus and expressions prevalent in Russian technical writing. The description of the suggested teaching techniques concentrates on: (1) the Cyrillic alphabet; (2) cognates; (3) oral practice; (4) word classes and drill work; (5) verb tense; and (6) gerunds. A commentary on the eventual transition from reading to translating concludes the article.

Additional areas of coverage:
instructional materials (3).

Shea, Donald R. "The Peace Corps and Foreign Language Education -- A Foreward." The Modern Language Journal, Vol. 47, No. 7 (November, 1963), 299-300.

274

The author is Professor of Political Science and Special Assistant to the Provost at the University of Wisconsin at Milwaukee. He is also University Administrator for Peace Corps Training Programs and in that capacity has structured and supervised the administration of eight Peace Corps Training Projects for six different countries. This article points out that language training in the Peace Corps is one of the most emphasized components of training a volunteer receives before going overseas. The author cites the Corps' rejection of the establishment of their own training program and their use of American colleges and universities to train groups of volunteers. Much has been learned about teaching methodology that has greatly improved the training programs and should have a "beneficial impact on the regular credit instruction programs." The increase in the amount of time assigned to Peace Corps language training (approximately 40% of the training program, averaging close to 12 weeks, with nearly 300 hours devoted to language) seems to be a reflection of the general lack of foreign language competence among Americans. This might suggest to language educators the necessity to re-examine the content and teaching methodology in the high school and college language courses, and, to educators in general, the obvious need for greater emphasis on achievement in foreign language learning in our educational institutions if Americans are to be properly prepared to shoulder their growing responsibilities in the newly developing countries. The article forwards this issue of the MLA Journal which has been devoted entirely to the Peace Corps. The author reviews the remaining articles appearing in the journal, describing their emphasis on selected aspects of the Peace Corps training program, with particular reference to its foreign language content. It is his hope that the reader will gain an understanding of the Peace Corps training programs and the educational techniques that have been employed in an effort to achieve these objectives. He concludes that, although these articles are written by authorities with divergent backgrounds (social history, anthropology, linguistics, and foreign languages), all agree to the importance of effective language training in developing bicultural volunteers.

Additional areas of coverage:
current or future relevance (1).

Sipes, Randall. "Why Elect Spanish." Western Illinois University Bulletin (published in Macomb, Illinois by the American Association of Teachers of Spanish and Portuguese), Vol. 47, No. 1 (January 1968).

275

"The first half of this pamphlet stresses the value of foreign language learning in general from historical and cultural points of view. The second half indicates the growing importance of Spanish in the economic and cultural sphere as an inducement to student selection of Spanish as a second language. (JH)" Of special relevance is the section entitled, "Why Elect Spanish."

Additional areas of coverage: none.

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Spalsky, Bernard (ed.). Advances in Navajo Bilingual Education, 1969-72. Navajo Reading Study Progress Report No. 20. Albuquerque, New Mexico: New Mexico University, Bureau of Indian Affairs (Department of the Interior), December 1972.

277

"Advances in Navajo Bilingual Education are described in this progress report, in which bilingual education is presented as an element in aiding the community to be involved in and to control the Navajo education system. The reports of three meetings concerning Navajo education are included: (1) the report of a Navajo bilingual-bicultural materials conference contains curriculum ideas for persons involved with Navajo teaching, (2) a proposal for a Navajo Bilingual Education Program forms a major part of the report of a meeting of students and faculty held at the University of New Mexico to discuss Navajo Bilingual Teacher Education, and (3) the report of the third meeting discusses the training of Navajo bilingual teachers. Lists of participants in the meetings, and a 'supplement to the Analytical Bibliography of Navajo Reading Materials' are also presented. (PS)" Of special relevance is the third report discussing Navajo bilingual teacher training.

Additional areas of coverage: none.

Steiner, Florence. "Sense and Nonsense in Foreign Language
Textbooks." Foreign Language Annals, Vol. 7, No. 1
(October 1973), 91-94.

278

The author explores the future and suggests different materials and texts in the area of teaching of foreign languages. Fifteen specific ideas are outlined, one of which (Number 9) involves the need to make foreign languages more relevant to career education.

Additional areas of coverage:
current or future relevance (1).

Tindall, Lloyd W., *et al*. *An Examination of the Receptivity of Mexican-American and Anglo Rural Disadvantaged to Educational Programs*. Report No. CRMPA-28. East Lansing, Michigan: Michigan State University, Center for Rural Manpower and Public Affairs, March 1972.

280

"In order to determine the willingness of rural disadvantaged to participate in educational programs, 125 rural male Anglo and Mexican American household heads, both on and off welfare, were interviewed. The stratified sample was drawn from four Michigan counties and based on findings from 81 questions. Included in the document are the study description, study implications, the questionnaire, and a guide for identifying disadvantaged household heads. (MJB)" Of special interest is the section on page 16 referring to interest in Spanish reading classes, although the document as a whole is not of high priority.

Additional areas of coverage: none.

Trendota, Kristina. "Executive German in the Twin Cities." ADFL Bulletin, Vol. 6, No. 2 (November 1974), 9-13.

281

This article is a reprint of a paper presented at the 1974 Summer Seminar of ADFL, June 10-14, at Haverford College, Pa. The author is Chairman of the Department of German at the College of St. Catherine in St. Paul, Minnesota. In this report, she explains that Executive German as a career-oriented program for language majors at the College of St. Catherine was a direct function of the environment of the Twin Cities' area. She lists a variety of public and private multinational corporations and government agencies found in Minnesota which have contributed to the appropriate setting for such a program. She disparages the apparent "isolationism" of language departments, stating that of all academic disciplines, languages ought to be one of the most enthusiastic about interaction with the world of business, yet recognition of this has been slow. In fact, this lack of cooperation has been particularly regrettable in the case of ~~German and~~ West Germany's economic miracle "of rising as the second ranked nation in the world in exporting." She describes the College of St. Catherine and its curriculum in foreign languages. The Executive German program was initiated in 1972 based on the conclusion that a flexible relationship between the teaching-oriented German major and the new executives-oriented program can offer students a wider scope for career mobility. She describes the emphasis of students' individualization with an eye toward the state's diversified industrial situation. Class descriptions, sequences of courses, and program objectives are given. Training materials are discussed, including comments on texts, printed materials from the EEC, company literature, authentic business communiques, literary selections of the past and present, and guest speakers and their visual aids. Courtesy appointments are arranged for students as a means of exposing them to the real world of business. Also, students have been entrusted with the preparation of the German version of the Minnesota Profile, a compendium for state industrial and commercial purposes which contains pertinent foreign investment data. The author points out that the interest on the part of the business community in the Twin Cities has been encouraging and that a strong German heritage has been linked with the desire to further commercial relations with Germany for the benefit of the state's economy. This has helped to define the function of the Department of German as a service department beyond its institutional boundaries. She predicts that Germany will be involved in foreign-based operations on a much larger scale in the future and will probably be motivated to combine managerial forces with Americans who can communicate in the German language.

Additional areas of coverage: manpower requirements (4); occupational language needs (5).

Turner, Daymond E., Jr. "New Graduate Programs in Modern Foreign Languages: Why They Are Needed." Journal of Higher Education, Vol. 37, No. 5 (May 1966).

282

"Additional doctoral programs are needed in Modern Foreign Languages in order to replace faculty who annually leave teaching because of death, illness, retirement, or change of vocation. New doctoral programs should produce teacher-scholars: (1) who can understand, speak, and write as well as read English and the major foreign languages with nearly native fluency; (2) who have a broad understanding of linguistic structure, literature, and the culture which produced them; and (3) who have mastered the techniques of the effective transmission of the heritage of their discipline through classroom presentation and publication. (author)" The study also describes the requirements for establishing a doctoral program in one of the more important world languages.

Additional areas of coverage: none.

Turner, Thomas, Harold Hinds and Charles Tatum. "Language for Survival: A Model Study - Abroad Program". ADFL Bulletin of the Association of Department of F.L., Vol. 6, No. 3 (March, 1975), 41-43.

283

This is a report of a program first sponsored in 1971 by a grant from the University of Minnesota which enabled the writers to establish a summer language and cultural program in Cuernavaca, Mexico. It has now been in operation for the past 3 summers. Professors Turner and Hinds are members of the Department of Humanities at the University of Minnesota at Morris, and Professor Tatum is a member of the Department of Modern Languages at the College of the Holy Cross. The separate program grew out of the following basic concerns: (1) the cultural emphasis of their undergraduate Spanish and Latin American curriculum; (2) their teaching philosophy (responding to student-determined interests) and (3) that much could be learned by faculty members from a close faculty-student relationship which such a program afforded. The authors discuss the curricular content of the program which is based not on the acquisition of fluency but on the development of immediate useful vocabularly and grammar. Projects and "survival" vocabularly techniques are described. Some of the work in which students have been involved have been projects such as a comparative market study, a comparative content analysis of Mexican and U. S. newspapers, prisons and justice in Mexico, schools in Cuernavaca, life in a Privada (neighborhood), street ~~life in Cuernavaca~~, Mexican family life, public transportation, courtesy,etc. Projects were approved on the basis of their possibilities for both cultural insight and the daily use of language. Future programs for beginning students are being designed to "integrate more closely and intensify the relationship between culture and language learning" and which will involve reading articles and cultural texts along with mastery of supplementary vocabularly, as well as "survival" vocabularly. The authors recognize that the approach demands a great amount of time from faculty and assistants, but that students who are involved in the program are "highly motivated and receive effective instruction." Additional areas of coverage: instructional material (3).

United States Department of Health, Education and Welfare,
Office of Education, Institute of International
Studies. Foreign Language Area Studies and Other
Aspects of International Education. List No. 7,
DHEW Publication No. (OE) 72-194. Washington, D.C.:
Superintendent of Documents, U. S. Government
Printing Office, 1972.

285

This booklet was printed by DHEW under the National Defense Education Act of 1958, Title VI, Section 602. The purpose of the publication is to categorize completed research and instructional materials in foreign language study and international education. The bibliography list (No. 7) was compiled by Julia A. Petrov, of the Institute of International Studies, and summarizes in cumulative bibliographical form all activities carried out under research authority of Title VI, Section 602, that were completed by April 1972. The bulk of the research concentrated on foreign language instruction, particularly that which involved "uncommonly taught," non-Western languages. This document is useful to researchers, program planners, supervisors, teachers of foreign languages, and those concerned with research in linguistics and the psychology of language-learning, as well as to other government agencies. It includes a foreword by Robert Leestma, Associate Commissioner for International Education, a key to abbreviated notations on major sources, and an introduction. The rest of the publication is divided under two headings: (I) General Reports, and (II) Specialized Material. An index is also included.

Additional areas of coverage:
current or future relevance (1).

Walsh, Donald D. "The Preparation of Modern Foreign Language Teachers." Reprinted from The Modern Language Journal, Vol. 48, No. 6 (October 1964), 352-356.

288

"This 1962-63 survey made by the Modern Language Association covers secondary schools in 33 states and the District of Columbia. Two tables, one for public and one for parochial schools, give state and national figures for the number of modern foreign language teachers, teaching load, extent of academic preparation, number teaching two languages, average class size, proportion of teaching time devoted to languages, and years of teaching experience. A brief account of the results highlights the most significant findings. (RW)" Of special relevance is the information pursuant to teacher preparation.

Additional areas of coverage: none.

Washington Foreign Language Program, Washington University, Scattle, Washington. Summary of Foreign Language Teacher Training Survey. New York: Ford Foundation, 1971.

289

This document summarizes a survey of recent graduates from the University of Washington conducted in the spring of 1969 by the Washington Foreign Language Program and several Washington school districts. Fifty-two practicing foreign language teachers from the districts participated in the survey; analysis of the results may be found in the section entitled "Teacher Training Survey" in the body of the report.

Additional areas of coverage: none.

World Trade Academy Press, Inc. Matching College Men to Jobs. New York:
World Trade Academy Press, Inc., 1971.

290

This book describes the opportunities a college degree offers to a man. When the applicant has a college degree, a great many jobs will be open to him that might otherwise be out of reach. This is not to say that no one is hired for these jobs except college graduates; but the chances of the applicant with the college diploma of obtaining the position are much better. Also, his degree will enable him to accelerate advancement in his professional [illegible] career.

Additional areas of coverage: none.

World Trade Academy Press, Inc. Matching College Women to Jobs. New York: World Trade Academy Press, Inc., 1970.

291

The purpose of this book is to emphasize the possibilities and opportunities for employment available to college women. The educational background of many women are not being full utilized in their jobs today. A startling 7% percent of employed women who had completed four or more years of college were working as service workers, operators, sales workers, or clerical workers in 1969. This book seeks to bring out and advise about new opportunities for women to serve more effectively in the community and in the field of employment.
Additional areas of coverage: none.

World Trade Academy Press, Inc. Matching Technicians to Jobs. New York:
World Trade Academy Press, Inc, 1971.

292

Technicians are those who, through specialized education and training, have acquired a knowledge of scientific, technical and mathematical theory and procedures. As a rule, technicians work with scientists, engineers, and other professional people, as well as with those in industry who are concerned with technological matters. In general, the job of the technician is likely to be more limited than that of the professional. This publication presents a discussion of employment for the technician.
Additional areas of coverage: none

ADFL. "A National Foreign Language Program for the 1970's." ADFL Bulletin, Vol. 6, No. 1 (September, 1974), 7-17.

301
-292

This report was prepared and distributed in the summer of 1973 to the officers of major foreign language organizations, the editors of professional journals and newsletters, and other agencies. The purpose of the article was to respond to a need to explore the possibility of a new national foreign language program. A steering committee was appointed by the MLA Executive Council, and that committee, during the 1972-73 school year, met to draft the outline for "A National Foreign Language Program for the 1970's." The program was conceived as a master plan for all interested persons, organizations, and institutions, not as a self-contained project for the MLA or ACTFL. The report of the committee's work is explained in the following sections: (I) A capsule history of foreign language teaching in America; (II) A Rationale for foreign language study in the 1970's; and (III) An outline for action. The bulk of the study is contained in the last section and includes these basic premises: (1) the public must be fully informed of the value and importance of language study; (2) Language teachers must be encouraged to subordinate self-interests and become more actively involved in the "profession" of foreign language; (3) new kinds of instructional programs must be introduced or expanded to meet the needs and interests of society; (4) extra-curricular programs should be developed, especially those appropriate for the adult population, and national resources should be drawn upon; (5) bilingual programs should be developed and expanded; (6) uncommonly taught languages should be offered to a greater extent to help support America's role as leader in international politics and commerce; and (7) a realistic system of national standards in language achievement and quality control in teacher-training should be developed. Each premise is discussed in detail and proposals and justifications are suggested in the implementation of such a program. The committee proposes that some kind of coordinating body will be needed to orchestrate the work and funding will probably be needed. The committee stresses two key words ~~in the~~ program: "national" and "action," describe the program as simply a means for "unifying -- and providing visibility for a national effort on the part of the entire profession."

f. Additional areas of coverage: Current or future relevance (1)

Angel, Juvenal L. Matching High School Graduates to Jobs. New York:
World Trade Academy Press, Inc., 1971.

304

The purpose of this book is to impress high school students with the importance of an education in the world of work, and to acquaint them with the changes in our economy which will influence his hopes for whatever career he choses to follow. The author presents discussions and listings of new occupations and skills that these changes might require. This book is one in a series which presents the relationship between education and employment. The titles in this series are Matching Technicians to Jobs; Matching College Woment to Jobs; Matching College Men to Jobs; and Matching Armed Forces Training to Civilian Employment. Topics of particular interest in this volume are "High School Subjects in Relation to Future Educational Development;" "Career Guide to Jobs with a Future for the High School Graduate;" "Listing of Occupations in Accordance with Personality Traits, Desirable Qualifications, and Educational Requirements;" and " An Occupational Bibliograph for High School Students."

Additional Areas of Coverage: none.

Haukebo, Gerhard K. "Summer Foreign Language Programs for
School Students." Foreign Language Annals, Vol. 2,
No. 4 (May 1969), 477-480.

319

A variety of summer foreign language camps and camp programs are described in this article. The author cites several advantages for summer foreign language study, noting that students are beginning to realize that summer school can provide an excellent opportunity to learn a foreign language. Data on a nationwide state survey of domestic summer foreign language programs are given; individual programs are described. A bibliography is included.

Additional areas of coverage:
findings, theories, or curriculum designs (2);
current or future relevance (1).

Huberman, Gisele, and Vadim Medish. "A Multi-Channel Approach
to Language Teaching." Foreign Language Annals,
Vol. 7, No. 6 (December 1974), 674-680.

321

This article, appearing in the American Council on the Teaching of Foreign Languages' publication, Foreign Language Annals, December, 1974, was written by Dr. Vadim Medish, the chairman of the Department of Language and Foreign Studies at The American University, Washington, D.C., and Dr. Gisele Huberman, an assistant professor at the same university. The article deals with an explanation of a prototype, multi-channel language course in Spanish developed at The American University. It explains the use of modern electronics, including television, as an effective means of language training. The main objective of the course was to compress two years of college language instruction into one year without increasing the number of contact hours. The article describes three stages of experimentation in development of the multi-channel language course: (1) controlled listening; (2) visual dimension; (3) multi-channel language instruction. The authors state that they are currently seeking financial support or contractual arrangements for developing, producing and distributing similar courses in other languages, and they invite interested parties to contact them at the Department of Language and Foreign Studies, The American University, Washington, D.C. 20016. A progress report on this approach to language teaching should appear in the March, 1975, issue of Foreign Language Annals.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Huberman, Gisela and Vadim Medish. "Spanish Multi-Channel Instruction in Operation: A Progress Report." Foreign Language Annals, Vol. 8, No. 1 (March, 1975), 49-52.

322

This is a follow-up article to the Foreign Language Annals, December, 1974 report entitled "A Multi-Channel Approach to Language Teaching," in which the development of an experimental Spanish course using videotape in the classroom and language laboratory is described. This article discusses the results of the experiment and their application to the Spanish language program at the American University. Independent evaluations of student motivation, learning progress, and the level of achievement were conducted by the American University personnel and the American Institute for Research (AIR now called Tranational Family Research Institute). The results of the evaluations supported the authors' theory that visual elements, by way of videotape, can facilitate the learning of foreign languages.
Additional areas of coverage: finding, theories, or curriculum design (2).

Instructional Objectives Exchange. Catalogue 1975. Los Angeles:
I.O.X., 1975.

323

Although this company has developed and sells curriculum packages, including language training, the process and basis that are used are of greater significance. All planning, curriculum, and measuring are based on objectives. This company has the nation's largest collection of possible and on-going scholastic objectives for each subject area, and it bases the structuring of training and testing on whatever objectives are selected. Thus, specialized language training could be directed into appropriate vocational fields, with the jargon or vernacular tailored to the subject, depending on the objectives.

Additional areas of coverage: none.

JeKenta, Albert W., and Percy Fearing. "Current Trends in Curriculum: Elementary and Secondary Schools." Foreign Language Education: An Overview. Skokie, Illinois: National Textbook Company in conjunction with the American Council on the Teaching of Foreign Languages, 1972.

324

Foreign language programs at the elementary and secondary level are reviewed in this effort to update current knowledge of major curriculum innovations. Specific curriculum components are discussed and schools using these approaches are cited. Among the various topics discussed are the problem of long-sequence in foreign language programs, new type courses, summer schools, and foreign language camps. These camps are especially interesting because they offer students intensive language programs in near authentic situations. Content areas include the art of cooking, sports, music, architecture, etc., presented in the appropriate foreign language. A reference list of titles on current trends in elementary and secondary curriculum is included.

Additional areas of coverage:
findings, theories, or curriculum designs (2);
current or future relevance (1).

Jones, Stacy V. "Invention Translates Messages It Transmits."
The New York Times (July 20, 1968), 33.

325

Luther G. Simjian, a Greenwich, Connecticut, inventor, believes his automatic translating machine will be valuable to firms doing business in more than one language. Simjian's device, called Teletrans, automatically converts inputs in one language to output in other languages. Simjian is president of General Research, Inc., of Greenwich, which will manufacture Teletrans.

Additional areas of coverage:
current or future relevance (1).

"Labor Letter." The Wall Street Journal (March 13, 1973), 1.

326

Caterpillar Tractor has developed a specialized vocabulary for communicating with its dealer service personnel abroad, who speak more than 50 dialects. The 800 words of "Caterpillar Fundamental English" are taught in 30 lessons. The standardized vocabulary saves the company the cost of translating its service manuals into all 50 languages.

Additional areas of coverage:
current or future relevance (1).

Lange, Dale L. "Methods." Foreign Language Education: An Overview. Skokie, Illinois: National Textbook Company in conjunction with the American Council on the Teaching of Foreign Languages, 1972.

327

In this 1968 review of the literature on the methodology of foreign language teaching, information is presented in three main sections: (1) information sources in foreign language teaching; (2) research in the methods of foreign language teaching; and (3) general literature in the methods of foreign language teaching. The information services section names and describes bibliographic sources and journals of importance to the subject of methods in foreign language teaching. Foreign language teaching classroom strategies, procedures, and techniques falling under the "methods" heading are discussed and analyzed in section two. Nonresearch information, ideas, and suggestions for techniques, procedures, or strategies are presented in section three. A list of references on "Methods" is included.

Additional areas of coverage:
current or future relevance (1).

Marsoor, M. Legal and Documentary Arabic Reader--With Explanatory Notes, Exercises, Vocabularies, and Model Answers in Two Volumes. Report No. NDEA-VI-146-VOL-1-2, Contract OEC-SAE-8650. Madison, Wisconsin: Wisconsin University, 1965. (Also Leiden, Netherlands: E. J. Brill, 1965.)

329

"The purpose of this two volume work is to introduce the student to modern, standard Arabic with concentration on the style employed in formal documents and international treaties. It is assumed that the intermediate student using the readers has control of the essentials of Arabic grammar but has not been adequately exposed to modern literary Arabic texts and especially documentary texts. This work provides the student with 62 selections from contemporary documentary sources in the Arab world. Grammatical treatment of the text is generally avoided. These selections are accompanied with aids to facilitate student use, such as: (1) glossaries, (2) idiomatic usages and sets of exercises in English and Arabic phraseology, (3) word building, (4) notes, and (5) syntactical vocalization. (TC)"

Additional areas of coverage: none.

Marottoli, Vincent. "The Success of the Private Language Schools: A Lesson To Be Learned." Foreign Language Annals, Vol. 6, No. 3 (March 1973), 354-58.

330

This is an investigation of several bibliographical sources revealing that very little has been written on the success of private language schools. The author, Vincent Marottoli, a Ph.D. candidate in French at the University of Connecticut, therefore presents the data he has acquired by visiting certain private language schools, analyzing their methods, and making suggestions for improvement based upon his own experiences. Included in his study are the Berlitz School of Languages, Club del Libro en Español, the American Express Language Centers, and the Sullivan Language Schools.

Additional areas of coverage: none.

Merklein, Helmut A., and George S. Cooley. "International Business Without Foreign Languages?" Accent on ACTFL, Vol. 4, No. 5 (September-November 1974), 10-11.

332

This article reflects the attitude of the Graduate School of Management of the University of Dallas, whose philosophy is that foreign languages are essential to international business, but that foreign language majors lack appropriate tools for this field. Through the International Institute and the co-authors of this article, the University is attempting to break down barriers between foreign languages and international business. The authors explain the M.B.A. program, the only one of its kind at the time of publication, in international management awarded through the International Institute. Objectives and goals of the Institute are stated, and a discussion of the students pursuing the M.B.A. follows. Course loads, the externship program, and remunerative features of the M.B.A. degree are mentioned.

Additional areas of coverage:
occupational language needs (5).

Nida, Eugene A. Learning a Foreign Language: A Handbook Prepared Especially for Missionaries. New York: Friendship Press, 1957.

335

Designed especially for missionaries, this handbook deals with the principles and fundamental features of foreign language learning. Procedures and methods are introduced relevant to learning by listening, learning from a teacher, and learning from an informant. Other topic areas deal with mastering the sounds, figuring out the forms, putting words together, and discovering the meanings. This manual emphasizes that expert language ability enables the missionary to work most effectively with indigenous groups, and that "there is no substitute for proper use of the local idiom."

Additional areas of coverage:
findings, theories, or curriculum designs (2);
current or future relevance (1).

339

Politzer, Robert L. Practice-Centered Teacher Training--French: A Syllabus for the Training or Retraining of Teachers of French. Report Number BR-5-0252-TR-1, Contract Number OEC-6-10-078. Palo Alto, California: Stanford University, School of Communication, June 1966.

"A training syllabus was developed to increase the competence of French language teachers. The syllabus was based on the Modern Language Association Recommendations on the desired qualifications of the secondary school teacher of modern languages. The emphasis of this training procedure is on presenting courses and practice as parallel experiences. The four parts of the syllabus are: (1) applied linguistics; (2) language practice; (3) performance criteria; and (4) micro lessons. A related report is AA 000 057. (AL)"

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Prosser, Michael H. Major Books on Intercultural Communication. (Mimeographed).
Intercultural Communications Network of the Regional Council for
International Education, University of Pittsburgh, Pittsburgh, Pa., n.d.

341

The author is chairman of the International and Intercultural Communication Commission of the Speech Communication Association (1971-1973), and is Chairman of the Department of Speech Communication at the University of Virginia. Two segments of this essay have been published as "Cross Cultural Communication: A Review Essay," Today's Speech (Fall, 1972), pp. 69-72. (Note: the first section has been revised considerably in this essay, but the second segment remains essentially unchanged.) Professor Prosser introduces the subject of intercultural communication by pointing out that communication (the process) and communications (the channels) can be studied usefully together within and across national and cultural boundaries. He defines international and intercultural communication in an attempt to draw disparate disciplines together to study these areas. The breakdown of material is as follows: (1) Theoretical and General Texts; (2) Communication and Development; and (3) Miscellaneous Books on Intercultural Communication. He concludes by recognizing that most of the books mentioned deserve full reviews, some have received full reviews elsewhere, and some are relatively unknown. They all represent a wide diversity of viewpoints. His discussion of them serves only to introduce the books, not to dwell on them. Hopefully, the essay will point out that much attention has been paid by distinguished scholars to the study of international and intercultural communication which Professor Prosser sees as a stimulus from which a variety of future scholarly books might emerge. Footnotes and bibliography are included. Additional areas of coverage: current or future relevance (1).

Puerto Rican Forum, Inc. Basic Occupational Language Training:
Final Report. New York: Puerto Rican Forum, Inc.,
1969.

342

literacy

This report analyzes an 18-month project to develop and test a program of English literary training for Puerto Rican workers. The program was leased on the assumption that intensive exposure to English would result in significant improvement in job-related language capability, with corresponding increases in job retention and upgrading. The test program proved the assumption correct, and the program entered a second phase. The final report on the test phase gives an account of techniques and actions used in the language training program.

Additional areas of coverage:
occupational language needs (5);
current or future relevance (1).

Russo, John V. "The Administrative Aspects of the Development of a Bilingual Secretarial/Clerical Program at Santa Ana College." Seminar paper, June 1972.

344

"At Santa Ana College, California, a bilingual secretarial/clerical program was proposed to meet the needs of their predominantly Mexican and bilingual community, and to help meet the demand for bilingual employees. The goal of the program was to raise the proficiency of these students to that of the Anglo graduates so that they could perform all functions with skill at the entry level but also use their bilingual background advantageously. The report includes an outline of the curriculum, a description of the facilities and equipment, and a discussion of various learning aids used. A budget analysis containing the necessary facilities, equipment, and personnel is included. (RN)"

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Smith, Phillip D., Jr. A Project to Develop Pre-Vocational Literacy Materials for Spanish-Speaking Students. Final Report. Report No. Vocat-Educ-P-28-1028, submitted to the Bureau of Vocational, Technical, and Continuing Education, Pennsylvania State Department of Education. Harrisburg, Pennsylvania: West Chester State College, Center for Language Research and Services, December 1972.

346

This report covers a project initiated on the campus of West Chester State College in September, 1971, and terminated June 30, 1972. It describes the development of pre-vocational English language and literacy materials for non-English-speaking (in this case, Spanish-speaking) students. The primary purpose of the project was to produce and field test instructional materials for basic English language and literacy skills via a series of supplemental, self-pacing, semi-programmed, audio-visual units. Program development and results derived from a modified Piers-Harris testing sample are discussed. The materials produced include a Spanish language guide to vocational education, a pre-vocational curriculum guide, and twenty-eight audio-visual units comprising scripts and photography.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Stamm, Martin J. "World Job Marketplace." Journal of College Placement, Vol. 35, No. 1 (Fall 1974), 67-68.

347

This article is concerned with teaching employment in the United Kingdom for college graduates of American universities. The author cites reasons for increased interest in overseas teaching employment, and describes specifically different British agencies which may be contacted in the job-search process. It also discusses the types of school employment available, special problems to be encountered, different bureaucratic agencies with which an applicant must deal, general salary information, and much of the over-all information that college placement centers will "need to have at hand in the near future." Included are many names, addresses, and agencies from which information on teaching in the United Kingdom may be obtained.

Additional areas of coverage:
manpower requirements (4).

Steiner, Florence. "Behavioral Objectives and Evaluation." Britannica Review of Foreign Language Education, Vol. 2. Edited by Dale L. Lange. Chicago: Encyclopedia Britannica, 1970.

348

This article surveys the findings of modern language specialists and generalists in the field of behavioral objectives and evaluation for the year 1969. Special topics addressed are: (1) The case for behavioral objectives: the relevant curriculum and the "new" student; (2) Definition of the performance curriculum: implications for change; (3) Implementation of the performance curriculum: upsetting the educational applecart; (4) Testing and evaluation: its role in the performance curriculum; and (5) Program evaluation: educational accountability to learner and taxpayer. A list of references on behavioral objectives and evaluation is included.

Additional areas of coverage: none.

Sussman, Evelyn K. "Techniques and Materials for Teaching
Vocationally Related ESOL to Youth and Adult Chinese
and Spanish Trainees in the New York City Board of
Education, MDTP." Paper given at the Third Annual
TESOL Convention, Chicago, Illinois, March 5-8, 1969.

349

This study describes methods for teaching vocationally oriented ESOL to Chinese- and Spanish-speaking trainees in the New York MDTP (Manpower Development Training Program). Included are: (1) a discussion of the use of paraprofessionals such as interpreters and instructor aides for teaching those with little or no English comprehension; and (2) a description of Basic Education English Classes--some including an hour of reading and discussion of work-related problems.

Additional areas of coverage: none.

Taylor, Marcia E. Orientation in Business English, Secretarial Series. Washington, D.C.: Institute of Modern Languages, Inc., 1972. Texts 134 pp. and 105 pp. Workbooks 127 pp. and 97 pp.

351

"The purpose of this service is to teach basic conversational English while providing students with an introduction to secretarial terminology and skills." There are two texts with accompanying workbooks, and evaluation of student progress is built into the procedures. This program is part of an English-as-a-Second-Language approach.

Additional areas of coverage: none.

United States Department of Labor, Manpower Administration,
Washington, D.C. Office of Special Manpower Programs.
Basic Occupational Language Training (BOLT): Final
Report. New York: Puerto Rican Forum, Inc., 1969.

356

"This 18-month phase of a continuing demonstration project was designed to develop and test a program of English literacy training for Puerto Rican workers. Participation in the Basic Occupational Language Training Program was based on the assumptions that an intensive exposure basis will result in significant improvement in job-related and non-job-related English language capability as measured by designated test and follow-up, and improvement in language capability will contribute significantly to persistence, success in and benefit from specific job upgrading programs, as derived from analysis of skill training reports and followup in employment. The report gives an account of techniques and actions which resulted in the continuation of the experimentation in a second phase now in progress. (author)"

Additional areas of coverage:
current or future relevance (1).

Zimmerman, Barbara. "Proposal: To Teach French Using American History as Subject Materials." Presented to the Council for the Arts and Humanities. Washington, D.C.: n.d. (Mimeographed.)

360

This curriculum proposal was to be implemented at the Ursuline Academy, a private academy for senior high school girls with an enrollment of 470 and a faculty of 41, which serves an upper middle class community in North Dallas, Texas. The purpose of the proposal is to motivate first and second year French students, after they have mastered the fundamentals of the language, to learn more than a minimal amount of French, and to extend the scope of existing academic material in third and fourth year French (i.e., literature, grammar and vocabulary) to practical application in an interdisciplinary subject. The proposal is outlined according to course objectives, contributions, learning outcomes, student qualifications, course preparation, student motivation, presentation, student evaluation, schedule, personnel, facilities description, descriptions of courses currently taught in French and History, and cost estimates. The author's résumé is included.

Additional areas of coverage: none.

Born, Warren C. (ed.). Papers Presented at the Annual Meeting of the New York State Association of Foreign Language Teachers (54th, 11-13 October, 1971). New York: New York State Association of Foreign Language Teachers, 1973.

405

"The papers in this collection focus on: (1) individualizing instruction, (2) comparative roles of the foreign language supervisor and the science supervisor, (3) mini-courses, (4) parents and the community, (5) a classical heritage course, (6) use of non-book instructional materials, (7) a total immersion language program, (8) vocational opportunities in foreign languages, (9) Afro-American contributions to the development of cultural pluralism in America, (10) personalizing instruction, (11) accountability, (12) teaching culture, (13) public relations, and (14) foreign languages in the community college. (RL)" Of particular relevance is the paper presented by Theodore Huebener entitled "Vocational Opportunities in Foreign Language," pages 34-36. In this paper Huebener considers the vocational aspect of foreign language study and describes a wide range of jobs open to linguists in the U. S., including positions in business, government, the U. N., and foreign travel. He also emphasizes the need for commercial language schools and courses in the United States.

The document is available from Robert J. Ludwig, 1102 Ardsley Road, Schenectady, New York 12308.

Additional areas of coverage:
occupational language needs (5);
findings, theories, or curriculum designs (2).

Brod, Richard I. "Trends in Foreign Language Enrollments." The Britannica Review of Foreign Language Education. Edited by Dale L. Lange. Chicago: Encyclopedia Britannica, Inc., 1970.

407

This article gives foreign language enrollment data both for public secondary schools for the years 1958-1968 and for colleges and universities for the years 1960-1968. Data from several sources (including the Modern Language Association surveys and the annual reports of the Office of Education and others) are analyzed and compared. These data reveal, for example, that though the total public secondary school enrollment increased between 1965 and 1968, there was a percentage drop in the number of foreign language enrollments. Also reported is evidence of similar diminution of foreign language enrollments in institutions of higher education. Lowering of foreign language requirements for entrance and degree requirements is examined, with evidence indicating that though there is instability of foreign language requirements in many colleges, this does not necessarily reflect hostility toward language study, but rather a rejection by students of prescribed curricula. The author also discusses these fluctuations and trends in enrollments in relation to implications for the "labor market" in foreign languages, that is, as they relate to academic openings primarily. Ten tables and a list of references are included.

Additional areas of coverage:
current or future relevance (1).

Carroll, John B. "Interim Report on the Manpower Survey." LSA Bulletin, (October, 1973) 12-16.

408

This report was taken from remarks delivered by LSA Manpower Survey Committee Chairman John B. Carroll, at the LSA Open Meeting, Ann Arbor, Michigan, August 4, 1972. He reports that the Committee, formed in late 1971 to look into the current employment situation in linguistics, set three major goals: (1) to investigate the current state of supply and demand for linguistics; (2) to study the status of women and minority groups in the profession; and (3) to look into potential new areas of employment for linguists. The author describes the most important sources for their information: the National Register of Scientific and Technical Personnel for 1970 (NRSTP), which includes information on 1900 linguists; the Doctorate Record File of the National Research Council which lists recipients of linguistics Ph.D's conferred from 1958 through 1971; University Resources for the Study of Linguistics in the United States and Canada, 1971-72, which covers every academic institution in the country offering three or more courses in linguistics; and Earned Degrees Conferred and Enrollment for Advanced Degrees, annual volumes published by the U.S. Office of Education, which offer statistics on linguistics through 1970. The Committee's own effort consisted of three questionnaires, the first being sent to all linguistics departments listed in University Resources; the second, to a sampling of one of every four members of LSA; and the third distributed to graduate students through department heads. The tabulations of data received from the questionnaires, was in the process of being completed and a final report was to be submitted to the LSA membership in December, (1973). Conclusions were drawn from the available data which supported the Committee's original estimate (made in March 1973) that an average of 175-215 new positions per year would be needed to employ graduating Ph.D's until 1980. The estimated academic demand over the following five years averaged 60 new positions per year. On the M.A. level, the data so far collected indicated that the supply-demand rate would be even less balanced than that of the Ph.D. and the number of M.A.'s seeking employment would continue undiminished, and might even increase. A table demonstrating the means through which academic institutions found linguistic faculty members (1967-1972) is presented which indicated that 77% of Ph.D.'s who found employment did so through contacts with colleagues, 12% through unsolicited applications, 1% through placement services, had been largely ineffective because very few employers used them.

Additional areas of coverage: occupational language needs (5).

+ 10% thru other means, but Carroll concludes that the [illegible]

Defense Language Institute. "Programmed Schedule of Foreign Language Training (By Language), Fiscal Year 1976." Washington, D.C.: Department of Defense, Defense Language Institute, 1975. (Mimeographed.)

410

This is a pamphlet distributed by the Defense Language Institute for fiscal year 1976. Its purpose is to explain the DLI class numbering system and to present a list of languages programmed for training, including abbreviation codes and training facilities utilized. DLI proficiency objectives are stated and a schedule of classes for DLI full-time foreign language training is given.

Additional areas of coverage:
current or future relevance (1).

Emmans, Keith. "The National Manpower Requirements Survey." Times Educational Supplement (London), No. 3066 (March 1, 1974), 62-63.

411

This is a report on the general findings of three surveys on the national needs for modern languages in Great Britain. It deals with "the demands for and the use made of foreign languages in commerce and in the private sector of industry." A one-year survey was conducted of the employment advertisements requiring foreign languages in four newspapers; and a survey of the careers of three samples of modern language graduates was also carried out. In the third survey, firms and employee positions utilizing foreign language capabilities were identified. The main findings indicate, in part, that knowledge and use of languages are required primarily in positions supporting management. Reading, conversing, and translating are the three commonest ways in which languages are used. Suggestions for curriculum design are brief; however, the report does recommend that greater emphasis should be given to skills development in both written and spoken languages.

Additional areas of coverage:
occupational language needs (5);
findings, theories, or curriculum designs (2);
instructional materials (3).

Greco, Jerome. "Coping with the Multinational Corporations."
Journal of College Placement, Vol. 35, No. 1
(Fall 1974), 66-68.

414

This article describes the rise in multinational corporation business opportunities and the type of employee they are looking for. It lists ten qualifications necessary for such employment and suggests approaches to finding job openings.

Additional areas of coverage:
current or future relevance (1).

415

Hansen, W. Lee, and Robert H. Graham. "Foreign Language Skills as a Scholarly Tool." The Modern Language Journal, Vol. 47, No. 7 (November, 1963), → ~~pp~~ 159-168.

Written by W. Lee Hansen, of the University of Wisconsin at Madison, and Robert H. Graham, University of Minnesota, this article supplements the discussion of the two authors found in "Footnotes and Foreign Language Requirements, The Modern Language Journal, Vol. LIV, No. 2 (February, 1970), pp. 91-107. It is intended as an analysis of the extent of language use and its acquisition by faculty members in an environment where emphasis is placed upon research. The problem is that of the Ph.D. language requirement, traditionally a reading knowledge of two foreign languages, and the pros and cons of justifying such a requirement with the changing attitudes toward the professional and cultural definition of the Ph.D. Specifically, the authors report on a survey of language use among University of Wisconsin faculty members, "as part of a larger effort to examine the effects--costs and benefits--of a particular university requirement." The first section presents the general approach taken and reviews several related studies; the final section offers several conclusions. Because of the apparent inability of graduate school deans to agree upon the purpose of foreign language training, the authors state their general approach, in relation to both professional and cultural purposes, that of assuming a unitary purpose: the development of foreign language competence for use in scholarly endeavors. This is the focus of their study. They discuss the survey methods which included (questionnaire sent to all regular faculty members), ~~which were~~ begun in the late Fall of 1966, and results. Four types of information were developed: (1) level and extent of language proficiency; (2) effort expended to acquire language competence; (3) benefits yielded by language competence; (4) desirable language skills--an assessment of the language requirement. Tables are given as reference to the data collected. The basic conclusion ~~that they~~ drawn is that potential and actual need for language use appears to determine continued competence among college professors who have been required to fulfill the traditional foreign language requirements rather than the ostensibly obvious premise that if all graduate students are required to master foreign languages they will use them. They propose that if, for some students, the requirement were reduced or eliminated, these students could spend more time augmenting their own or related fields.

Additional areas of coverage none

"Jobs for This Year's College Graduates." Changing Times, Vol. 29, No. 2 (February 1975), 25-32.

419

This article lists 135 employers (large companies or government agencies) that have openings. For each organization it gives the name, address, and personnel officer; the principal products or services; the college majors sought; and the types of jobs that are available. The Defense Intelligence Agency and the National Security Agency need translators; the multinational companies require language skills, although these are not identified with the other basic skill areas.

Additional areas of coverage: none.

"Language Gap Cited in Government Report." The Linguistic Reporter, Vol. 16, No. 2 (February 1974), 1+.

423

A brief account is given of data cited in the U. S. Comptroller General's report entitled "Need to Improve Language Training Programs and Assignments for U. S. Government Personnel Overseas." Various U. S. federal agencies operating overseas list figures on the number of positions currently unfilled because of the unavailability of individuals with foreign language proficiency. For example, "only 59% of the State Department's language-essential positions in Europe are adequately filled." Also, the statement that "nearly 57% of the language-essential positions in the Agency for International Development (AID) are held by persons with inadequate language proficiency," reflects the fact that many overseas language-essential positions are held by individuals who lack the necessary language skills to perform effectively in their occupations.

Additional areas of coverage:
findings, theories, or curriculum designs (2);
occupational language needs (5).

Olympus Research Corporation. An Assessment of Cultural and Linguistic Variables in Manpower and Vocational Skill Training Programs. Final report, prepared for the Division of Manpower Development and Training of the U. S. Office of Education, Department of Health, Education and Welfare, under grant no. OEG-0-71-4777 (335). Salt Lake City, Utah: Olympus Research Corporation, July 1973.

424

This is the final report of a research project funded by the U. S. Office of Education, Department of Health, Education and Welfare, which attempted to assess manpower variables in vocational skill training programs. The report includes proceedings of the Conference on Cultural Linguistic Variables in Manpower Vocational Skills Training Programs, Washington, D.C., May 31-June 1, 1973. The specific purpose of the project was to explore the problem of consistently low levels of success experienced by minority group members in the American educational establishment. The nature of the project is admittedly tentative: to explore the impact of cultural and language differences, and yet to realize that the controversy over how the deprived may receive equal educational benefits will not be laid to rest because of this, or any other, study. Some hypotheses are offered in the report about the role of culture and language in the manpower training experience of blacks, Chicanos, native Americans and Appalachian whites. The study contains the following sections: (1) Summary of Project; (2) Introduction of Problems and Objectives; (3) Description of Project; (4) Black Concerns; (5) Chicano Concerns; (6) Native American Concerns; (7) Appalachian White Concerns; (8) General Hypothesis; (9) Recommendations; and (10) Bibliography and Appendices, including a transcription of the Conference on Cultural Linguistic Variables.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Parker, William Riley. The National Interest and Foreign Languages: Third Edition. United States Department of State, National Commission for UNESCO, Report Number U.S.-Dep.-of-State-Pub.-7324, Report Number Int.-Organ-Conf.-Ser.-26. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, September 1961. (ED 015 705; not available from EDRS.) (Not seen.)

425

"Written at UNESCO's request, this discussion guide considers whether or not the national interest would be served by increasing the study of Modern Foreign Languages in the United States and, if so, which sequence of study of what foreign languages would be the most beneficial for both the nation and the individual learners. Following some brief introductory remarks, and a suggested discussion outline, the paper comments, in part one, on such aspects of the current situation as: (1) the National Defense Education Act, (2) FLES, (3) the situation in secondary schools, colleges, and graduate and professional schools, (4) teacher training, (5) technological instructional innovations, (6) linguistic science, (7) English as a second language, and (8) language and area studies. Included in part two are sections pertaining to the pre- and post-World War II status of modern language study both in the U. S. and abroad. Part three describes the future need for foreign languages in international understanding, the Armed Forces, government, business, American society and the international exchange of persons. Part four clarifies some confusions and misconceptions involved in most of the current aims and objectives of modern language study, and part five outlines questions that will need to be answered in the future. In a concluding portion, predictions about the future of language study are made. Outlined in the appendix are the qualifications for secondary school teachers of modern foreign languages. (AB)" Often cited documentation involves other relevant materials.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

World Trade Academy Press, Inc. Modern Vocational Trends Reference Handbook.
New York: World Trade Academy Press, Inc., n.d.

434

This is the seventh edition of this Handbook. It is the result of continuous extensive research into the needs of guidance counselors, teachers, employment advisors, high school and college students and others for occupational information that can be used as a guide to the different skills and professions. Guidance counselors and students giving serious consideration to career planning will welcome this definitive work on occupations. It describes prerequisites for each career and key factors in accomplishing occupational objectives and enables the reader to project himself into the future and learn what place in society he can attain via each occupation.
Additional areas of coverage: current or future relevance (I).

World Trade Academy Press, Inc. International Marketing Guide for Technical, Management and Other Consultants. New York: World Trade Academy Press, Inc., 1971.

433

This guide is designed to assist American engineering, management and financial consultants in developing business abroad by providing a condensed source of information on market conditions in the free world. It covers important requirements and conditions currently affecting the possibility of American consultants to operate overseas. Engineers, management consultants, economic and financial advisors will find this book a valuable guide. Additional areas of coverage: none.

Adorno, Elvira (ed.). Italian in the Modern World. Kenilworth,
New Jersey: Italian Culture Council, Inc., June 1966.

501

"This booklet of 15 reprinted letters sent in response to a query concerning the actual use of Italian in the United States designates various areas of professional application. Some reference to current Italian publications is included. It is hoped that these letters will help promote the study of Italian in American schools. (RL)" The booklet is available from the Italian Culture Council, Inc., 1140 Edgewood Parkway, Union, New Jersey 07033.

Additional areas of coverage: none.

This organization no longer exists.

Aitken, Thomas, Jr. A Foreign Policy for American Business. New York: Harper and Brothers, 1962. 156 pp.

502

This book deals primarily with the philosophy and methods of establishing U. S. businesses abroad. Chapter Four, however, discusses the necessity for executives representing a U. S. company in a foreign land to become familiar with the country's language and culture. The chapter details some of the problems an executive will face in a bilingual situation.

Additional areas of coverage:
current or future relevance (1).

Andrews, Norwood, Jr. (ed.). "Why Study Portuguese?" Nashville, Tennessee: Vanderbilt University, Phi Lambda Beta, 1967.

503

"Reasons are advanced for studying Portuguese, based on the importance of the Portuguese-speaking world, especially Brazil, to the United States. Distinguished people in government, business, and education not only testify to the need for people to learn the language but also note the advantages of such study. Language students are advised that there is a particular shortage of teachers of Portuguese. An appendix lists colleges and universities with programs in Portuguese and related Latin America Area Studies. Additional sources of information are also indicated. (AF)" Most relevant are the sections dealing with industry and finance, and with education.

Additional areas of coverage: none.

504 Angel, Juvenal L. Student's Guide to Occupational Opportunities and Their Lifetime Earnings. New York: Simon and Schuster, Inc., 1967.

This guide is directed toward providing information on job classifications, employment and remuneration. Tables, charts, graphs, figures, etc. are presented to enable readers (young adults) to see the overall picture of the world of work and the important part played by education and training. Information on jobs requiring language skills is limited to travel, translation, and work as a foreign service officer, student advisor, etc.

Additional areas of coverage:
manpower requirements (4);
current or future relevance (1).

"AT&T Unit to Provide Bilingual Operators for Emergency Calls."
The Wall Street Journal (June 16, 1970), 13.

505

This article describes a move by the Pacific Telephone Company in California to install bilingual operators to handle emergency calls from Spanish-speaking customers. The action came after an anti-poverty group filed suit to get rates cut for Spanish-speaking phone customers on the grounds that an estimated 300,000 Spanish-speaking subscribers were not receiving full phone service.

Additional areas of coverage:
non-English speakers' needs (6);
current or future relevance (1).

508 Emmans, Keith, Eric Hawkins, and Adam Westoby. *The Use of Foreign Languages in the Private Sector of Industry and Commerce*. York, Yorkshire, England: University of York, Language Teaching Centre, 1974.

This is the report of a survey performed at the University of York, England, funded by the Department of Education and Science during 1971-72 at an unspecified fiscal level and at £ 17,150 by the Nuffield Foundation in 1972. The goal was to conduct a pilot survey of "the modern FL requirements of British industry." The survey was limited to the United Kingdom only; the labor force in the public sector of the armed services, diplomatic and consular services, and the education system were excluded from its scope. Two groups of subjects form the data base: (1) persons known to possess FL skills; and (2) firms employing persons with FL skills. Since data was collected in 1971-72 prior to the United Kingdom's entry into EEC, the data and conclusions may reflect the situation erroneously because of the impact of this event. Variables include: actual job experiences by categories of FL-speaking persons; projection of quantity, location and types of jobs available where FL is a "must have" qualification or "desirable to have" qualification; degree of FL skill necessary to particular types of jobs; languages (French, German, etc.); actual proficiency levels of FL persons; categorization of industry; categorization of FL labor force; expenditures of firms for FL assistance; sex; age; mother tongue and FL acquisition source; language activities performed by FL speaking persons; types of and amount of time spent in FL activities. Descriptive data are included summarizing comments, non-quantifiable variables, survey methodology, conclusions and recommendations.

Additional areas of coverage:
findings, theories, or curriculum designs (2);
current or future relevance (1).

García, Nelda Carola. "Language Factors in the Employment
of Bilingual Mexican-Americans: A Case Study."
Dissertation Abstracts, Vol. 32, No. 12 (June 1972).
Ann Arbor, Michigan: Xerox University Microfilms,
1972.

510

The purpose of this study was to determine the importance of English language abilities for placement, adjustment and advancement in white-collar occupations. It also established a socio-economic, educational, occupational, and language profile of bilingual Mexican-Americans. On the basis of the study findings, suggestions are made as to possible improvements in bilingual, business and vocational education programs.

Additional areas of coverage:
instructional materials (3).

Huberman, Gisele, and Vadim Medish. "The Language Gap." Bulletin of the Association of Departments of Foreign Languages. Vol. 5, No. 1 (September 1973), 23-25.

512

A discrepancy exists between the number of State Department, business, and other professional positions abroad which require foreign language skills and the number of positions which are unfilled because of the unavailability of linguistically qualified individuals. Data from the study "Need to Improve Language Training Programs and Assignments for U. S. Government Personnel Overseas" are cited to provide examples of language-essential positions overseas which are inadequately staffed. New language training programs are recommended to prepare personnel for these positions. Moreover, these new programs should include the latest findings on psycholinguistics and on educational technology which enables more effective and quicker language acquisition.

Additional areas of coverage:
manpower requirements (4);
findings, theories, or curriculum designs (2).

Huebener, Theodore. "Spanish for Business? Yes, Indeed!"
Hispania, Vol. 46, No. 2 (May 1963), 340-341.

514

Spanish as a foreign language is considered to be far superior to any of the other modern languages in terms of commercial value as a language for American business. Data are provided on American firms and representatives employing personnel in Spanish-speaking countries relative to export-import trade dollars. Advertisements from several issues of the New York Times are described, and the incidence of positions requiring foreign language skills, with accompanying salary scales, is reported.

Additional areas of coverage:
current or future relevance (1).

Interamerican Forum on Technological Development--Interactions
of Science, Government and Industry. A conference
held at the University of Texas at Austin, February
24-27, 1975.

515

Dr. Rodolfo Martínez, Jr., an Argentinian participant in this forum, is the Executive Secretary for Education, Science and Culture for the Organization of the American States. During an intermission in the forum proceedings, Dr. Martínez was appraised of the project "Language and the World of Work" in an attempt to solicit his input to this effort. Dr. Martínez said that although considerable international cooperation exists today between the North American and Latin American countries, it is predicted that this activity will be stepped up in the very near future. Consequently, it will become more important for individuals to become bilingual, particularly in Spanish and English. The United States currently ranks fifth in the world in number of Spanish-speaking people. In addition to increased Spanish-speaking population, Dr. Martínez said that increased international cooperation in the economic, educational, scientific and technological areas will come about because of the growing availability of raw materials, particularly in the Latin American countries. He further stated that cooperation between the U. S. and these countries is facilitated by ease of communication because they share the same time zone.

Additional areas of coverage:
findings, theories, or curriculum designs (2);
manpower requirements (4).

International Publications. How To Get a Job With an American Firm Overseas. Indianapolis, Indiana: International Publications, 1970.

516

This pamphlet gives general information on employment opportunities with American firms overseas. It includes sketchy discussions of several industries working overseas and the qualifications and conditions necessary for such employment. Also included are tips on finding overseas employment, problems one might encounter with the IRS, and a directory of American companies abroad.

Additional areas of coverage:
manpower requirements (4).

Kadis, Philip M. "World Corporations Predicted." Washington Star News (November 13, 1973), A-16.

518

This article reports on a speech given by Weldon B. Gibson, executive vice president of the Stanford Research Institute of Menlo Park, California, before the National Conference of the Public Relations Society of America in Honolulu, on the spread of international business and the future of multinational enterprise. Mr. Gibson projected continuation and increase of denationalized ownership, management, and financing, with the U. S. increasingly becoming a leading investment host nation. Mr. Gibson also cited certain trends that would transform multi-nationals into world corporations. These include: (1) the delegation of increasing amounts of responsibility and authority to affiliates abroad; (2) internationalization of top management groups; (3) greater identification with development goals of host countries; (4) denationalization of capital through the use of public and private international financing institutions; (5) partnerships with host governments in development enterprises; (6) chartering of some corporations in independent international jurisdictions.

Additional areas of coverage:
current or future relevance (1).

King, Barrington. "The Twenty Questions Most Often Asked About Assignments to Hard Language Training." Department of State Newsletter (March 1975), 35-37.

521

This paper was issued to answer the most frequently asked questions that have been asked by Foreign Service Officers about the advantages, disadvantages and opportunities of hard language study while in the service. Some of the issues addressed are as follows: What are hard languages? If a hard language is learned, is there assurance that the language can be put to use where it is spoken? Is there any assurance of a long-term career pay-off as a hard language officer? What are language-designated positions, and how are they acquired? Who gets hard language training? Does the Department pay an incentive for studying certain hard languages? What languages offer the best career opportunities in the next few years?

Additional areas of coverage:
manpower requirements (4).

Krosney, Herbert, and Mary Stewart Krosney. Careers and Opportunities in International Service. New York: E. P. Dutton and Company, Inc., 1965.

522

Individuals interested in pursuing careers in international service will find a few major career opportunity areas described in this work. The career areas are listed under the titles International Organization, International Business Service through Religion, Serving Our Government Overseas, and Social Development--Catalysts for Self-Help. Examples of careers requiring foreign language competencies are identified (e.g., careers with the United Nations Organization, U. S. Foreign Service, or Peace Corps), and actual case histories of individuals in various careers are cited. Bibliographic entries are included in the "Notes" on pages 249-252.

Additional areas of coverage:
findings, theories, or curriculum designs (2);
current or future relevance (1).

Language House, Educational Research Department. How To Evaluate Your Corporate Language Training Needs. Chicago: Language House, Division of Telemedia, Inc., 1973.

523

This booklet is designed to assist in: (1) identifying language needs within an organization; and (2) offering suggestions on how to meet those needs. Included are discussions on the importance of language training, recent developments in language learning, selecting levels of language ability, assessing overall corporate needs, and selecting and implementing a system. Also included is a bibliography on language learning and teaching.

Additional areas of coverage:
instructional materials (3).

Luckau, Paul F., and Aftan Forsgrein (eds.). Foreign Languages: The Key to Understanding in a Jet Age World. Salt Lake City: Utah State Board of Education, 1970.

525

"This state foreign language curriculum guide provides a comprehensive overview of policy and suggested procedures for progress at the secondary school level. Major sections include: (1) philosophy and objectives of language study; (2) personnel in the language program; (3) principles of language learning; (4) methodology; (5) evaluation; (6) equipment; (7) course of study framework for French, German, Latin, Russian, and Spanish; and (8) an annotated bibliography classified by instructional levels and materials. (RL)" The only section of special relevance is a section included under philosophy and objectives and entitled "Why Study a Foreign Language?"

Additional areas of coverage: none.

McAllister, Quentin Oliver. *Business Executives and the Humanities*. Bulletin Number Three, the Southern Humanities Conference. Chapel Hill: University of
526 North Carolina Press, 1951.

This book describes a comprehensive survey and investigation to determine "the views of businessmen, industrialists, and governmental executives concerning the value of liberal arts training in general, and language studies in particular--including English--as a part of a preparation for employment in business, industry, and government. A special effort has been made to learn the nature, location, distribution and extent of the demand for persons prepared in foreign languages." Of special significance are Chapters III and IV, on "The Importance of the Study of Foreign Languages" and "Opportunities for Employment and Suggested Course Combinations," respectively. In Chapter III, for example, the data reported reveal that of 437 answers received from executives responding to this study, 313, or 72%, agreed that the study of foreign languages, including English, and of the cultural products of foreign nations was important to their success in their field of work. In Chapter IV, in response to an item dealing with the opportunities existing for persons trained in foreign languages, executives, answering from their personal experience and knowledge, indicated the greatest opportunities in management, foreign trade, and sales, in that order. Other fields, in order of importance, are also listed. The appendices on "Employment in Business and Industry," "Employment in Government," and "Fields of Opportunity" are of special usefulness.

Additional areas of coverage:
manpower requirements (4).

Martínez, Antonio J. "An Analysis of the Present Status of the Teaching of English as a Second Language to Puerto Rican Adults in New York City." Dissertation Abstracts, Vol. 31, No. 11 (May 1971). Ann Arbor, Michigan: Xerox University Microfilms, 1971. (Not seen.)

527

This study investigated preparations, materials, methods and techniques of teaching English as a second language to Puerto Rican adults in New York City. It also defined the main goal of Spanish-speaking adults in increasing their proficiency in English to be either advancement in their current job or employment if unemployed. Thus, it was found that most programs placed greater emphasis on listening and speaking skills, those skills demanded initially in many working situations.

Additional areas of coverage:
instructional materials (3);
non-English speakers' needs (6).

Michigan City Education Association. "Open Minds, Open Doors."
Our Schools, American Education Week Supplement
(October 27 - November 2, 1974), 4.

528

This article appears in a special supplement developed by the Michigan City Education Association for publication in the News-Dispatch during American Education Week. Major stress is on the importance of foreign languages in nearly every kind of occupation, as evidenced by the growing involvement of the United States in international business and by the very character of American society. The article cites the 1972 MLA survey and the U. S. Department of Labor's Occupational Outlook Handbook, both of which indicate the importance of foreign language skills in all kinds of jobs. "Language Diplomacy" in international trade and commerce is suggested as an imperative as the world continues to grow smaller. A brief review of the function of the foreign language department in Michigan City is presented, and its method of teaching, the audio-lingual approach, is outlined.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

O'Connell, Raymond S. Union-Endicott Schools: Foreign Language Program. Endicott, New York: Union-Endicott Central School District 1, 1970.

529

In this brochure, the Union-Endicott Schools describe their foreign language program to prospective foreign language students and their parents. The discussion covers the purposes of studying foreign languages; a rationale; the importance of knowledge of a second language; stages of foreign language learning; main goal and objectives; recommendations of the 1959 Northeast Conference Report; a brief course outline for French, Spanish, German and Latin; and homework and examinations. Attention is drawn not only to the intrinsic worth and educational value of studying a foreign language, but also to the career opportunities which become available to the student with mastery of foreign language skills.

Additional areas of coverage:
current and future relevance (1).

Phillips, McCandlish. "Police in Ghetto to Speak Spanish."
The New York Times (July 29, 1967), 1.

530

This article describes efforts by New York police to assign one Spanish-speaking patrolman to each car patrolling a Spanish-speaking area. The article also makes reference to a 2,000-word NYPD leaflet entitled "Words Make a Difference." The leaflet warns that, "words can either help to smooth a situation or contribute to its getting out of hand." Assigning bilingual police to Spanish-speaking areas came after repeated complaints by Puerto Ricans that there is a language barrier between residents and police which prevents police from being fully effective in their jobs.

Additional areas of coverage:
current or future relevance (1).

Ricks, David A., Marilyn Y.F. Fu, and Jeffrey S. Arpan. International Business Blunders. Columbus, Ohio: Grid, Inc., 1974.

531

The authors have collected and categorized documented cases of blunders in international business dealings in order to provide insight into the causes of failure in international operations and with the hope that they may offer those who are involved in international operations practical data to assist in future decisions. The structure of the study is based upon descriptions and patterns of actual blunders, conclusions drawn and implications made. The first three chapters are divided into those blunders made in Marketing (including areas of advertising product adaptation and general marketing strategy), in Management (entry decision and host government relations, methods of entry and other strategies), and other business areas, i.e., finance, legal and personnel. The remaining chapter presents findings of the research in aggregate form, with summaries by function, geographic area, and product type. Tables of cross-classification are formed of the results of the research. General observations, implications from the research, and specific recommendations follow. The appendix presents each blunder by footnote number according to function, area and product, to enable the reader to refer to only those blunders which are reported in the areas of interest to him. Particularly interesting is the section devoted to linguistic anomalies and translation errors of advertising found in Chapter II, entitled "Marketing," by which the authors point to failures in fully understanding the foreign culture and its social norms.

2 sp Additional areas of coverage: none,

"Science and Language Majors--At NSA, Our Success Depends on Yours." Advertisement in The Daily Texan, Monday, January 27, 1975, the University of Texas at Austin.

532

This advertisement placed by the National Security Agency (NSA) is a solicitation for the recruitment of linguists in job positions requiring translation, transcription, analysis, and documentation. Opportunities for further modern language study through special NSA training programs are also mentioned.

Additional areas of coverage:
- manpower requirements (4);
- current or future relevance (1);
- findings, theories, or curriculum designs (2).

Shreeve, L. Sid (coordinator). "Directory of Employment
Opportunities in Latin America." Provo, Utah:
Brigham Young University, Office of Latin American
Studies, n.d. (Mimeographed.)

533

This brochure, printed by the Department of Latin American Studies at Brigham Young University, discusses the Latin American Studies Program as an interdepartmental and inter-college area program leading to a B.A. or M.A. degree. The purpose of the document is to offer employment suggestions to students graduating with a major or minor in Latin American studies. It is not to be viewed as an end in itself, but rather as an aid to those seeking employment in this field and in related areas. Employment research is divided into six major categories: (1) U. S. Government; (2) Private Business; (3) International Organizations; (4) Linguistics; (5) Education Abroad and in the United States; (6) Employment Opportunities in the United States. Various agencies, companies, organizations, services, and programs are listed, and information regarding publications is noted within each specific category. The student is also advised to consult the facilities in the Brigham Young University Placement Center and its Career Library.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Stevenson, Gloria. "The Job Corps Learns Spanish." Manpower, Vol. 4, No. 9 (September 1972), 7-14.

534

The Manpower Administration, in an attempt to correct Job Corps deficiencies, established four National Centers to serve youth coming from areas where job and training opportunities are limited. Additional residential centers were also established to enable Corpsmen to find jobs where there was a shortage of community workers. Bilingual instruction is a priority at several of these centers, and this training, in part, has resulted in the placement of many bilingual secretaries in jobs in the Southwest.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Strumpen-Darrie, Michael. "Changing Enrollments." Extracts from a letter to George Higginson from Berlitz School of Languages. New York: Berlitz, February 1975.

535

"...Berlitz has been heavily involved for many years in foreign language instruction in a number of languages. Increasingly, the factor motivating such instruction has been professionally oriented. Twenty-five years ago over 75% of our students were self-financed and studying for purposes either of personal travel or cultural enrichment. Now almost 80% of our enrollments are either company or institutionally financed and are directly related to career advancement or corporate transfer...."

It appears that if Berlitz were willing to reveal the names of the companies and institutions that enter students, an invaluable list of sources for survey might be developed.

Additional areas of coverage: none.

Sublette, Edith B. "Do Romance Language Students Obtain Positions Using Languages?" Modern Language Journal, Vol. 42 (March 1958), 149-151.

536

This article reports on the results of a survey administered to De Pauw graduates who had studied at least 25 semester hours of Spanish or French and up to 52 hours of both languages or the equivalent. Data are given on further language study by these students either in the U. S. or abroad, on their employment, and on the specific use they have made of the languages. Individual examples are given of the need for foreign languages in undertaking various jobs and careers in the United States and abroad.

Additional areas of coverage:
current or future relevance (1).

Teachers of English to Speakers of Other Languages. Statement of Qualifications and Guidelines for Preparation of Teachers of English to Speakers of Other Languages in the United States. Washington, D.C.: Georgetown University, School of Language and Linguistics, TESOL, June 1971,

537

This document includes: (1) a brief discussion of the preparation of the American school teacher; (2) guidelines dealing specifically with the English-as-a-Second-Language (ESL) teacher, listing objectives in American schools, personal qualities, attitudes, skills, experience, and knowledge; (3) a rating chart for judging the qualifications of ESL teachers in the areas of applied linguistics, culture and civilization, and professional knowledge; and (4) a rating chart in the same areas for ESL teachers who are non-native speakers of English.

Additional areas of coverage:
current or future relevance (1).

United States Civil Service Commission. Foreign Language Specialists. U. S. Government Printing Office 16-74780-1, Announcement No. 186B, issued February 24, 1959, no closing date. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, 1959.

539

This document outlines the qualifications, nature and conditions of employment, and application procedures in the options of writer and editor (radio or press and publications), radio adapter, radio announcer, and radio producer to work in one of the fifty-one languages used by the U. S. Information Agency.

Additional areas of coverage:
current or future relevance (1).

United States Civil Service Commission. Professional and Administrative Career Examination. Announcement No. 429, 0-551-100. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, October 1974.

540

This government pamphlet explains the purposes of career examinations for potential employees, starting at GS-5 level. Qualifications, the rating system, jobs filled through the examination, and application procedures are discussed. Positions described include those of customs inspectors, immigration inspectors, import specialists, personnel specialists, passport and visa examiners, etc.

Additional areas of coverage: none.

United States Department of Agriculture, Foreign Agricultural Service. A Career for You as an International Secretary. 1972-0-478-742. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, October 1972. 2 pp.

541

This is a brief description of opportunities for secretaries with the Foreign Agricultural Service. The information in the pamphlet includes: (1) a short description of the position; (2) the training provided (including foreign language training); (3) the advantages and benefits; (4) the qualifications; and (5) the address to write to for more information.

Additional areas of coverage:
current or future relevance (1).

Wines, Michael. "As More Companies Send Men to Foreign Lands, Language Schools Thrive--and Help Solve Problems." The Wall Street Journal (August 20, 1973), 20.

542

This article deals with the necessity for language training in corporate business and the ways in which certain language schools are meeting that demand. The article includes examples of companies with overseas operations which have lost money because of a lack of bilingual personnel, as well as the names of certain language training schools which are presently attempting to fill the gap. These include the Berlitz and Inlingua Schools of Languages, as well as the Thunderbird Graduate School of International Management in Phoenix, which includes a "Key Man" language training program as part of its course work. The article provides a sketchy review of statistics on these schools and how they are set up. There are reference quotes from the American University's Business Institute, from Robert McDole, director of management manpower for Chicago's Brunswick Corporation, and from Hoyle Jones, a vice president of the Chase Manhattan Bank, verifying the need for such training in corporate executives.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

SECTION VI

SPECIAL NEEDS

This section is comprised of materials which, in their primary focus:

> "assess the impact of the existence of non-English speakers in the domestic labor force upon language training or upon the employment of bilingual personnel to communicate with these persons in the work setting."

Each abstract has, where appropriate, mention of secondary areas of interest, also.

Green, John F., and Perry Alan Zirkel. The Family Background of Puerto Rican Students: An Analysis of Educationally Relevant Variables. Washington, D.C.: Department of Health, Education and Welfare, Office of Education, Higher Education Studies for Urban Studies, 1971.

602

This study deals with parental perceptions of educationally relevant variables and the family background of Puerto Rican students. The purpose is to construct a data base as it relates to the development of present and potential educational programs. The authors administered the Zirkel-Green Home Interview Schedule which in part sought data on the educational level of the parents and their educational aspirations and expectations for their children; the occupational level of parents and their occupational aspirations for their children; the parents' attitude toward bilingualism and bilingual/bicultural education; and the language proficiency and dominance of key family members with regard to Spanish and English. The instrument of this study should be closely reviewed for its usefulness.

Additional areas of coverage: none.

Wilson, Jacques M. P. "Foreign Languages: A Strategic National Resource." (In "Foreign Language Currents," edited by Mario E. Ruiz.) Hispania, Vol. 57, No. 4 (December 1974), 972-974. (MAP/materiales en marcha, December 1973.)

603

This article describes a bill (H.R. 7310) which supports the establishment of a National Commission for the Preservation of Foreign Language Resources. The Commission's role is "to advise in the formulation of policies to identify, preserve, and improve this nation's foreign language resources." A brief historical review is given concerning activities of national interest which required the utilization of non-English language resources. Also included is a discussion of the role some educational institutions, foreign language educators, the federal government, and others have played with regard to foreign languages and language instructional programs. The author urges support for the passage of the bill, which should not only preserve "an important strategic national resource but serve as a valuable counterpart to existing programs for the development of foreign language skills."

Additional areas of coverage:
occupational language needs (5);
current or future relevance (1).

Zirkel, Perry A. "Puerto Rican Parents: An Educational Survey." Integrated Education, Volume XI, No. 6 (November-December, 1973), 20-26.

604

This study was designed to secure and summarize systematic data concerning: (1) the educational level of Puerto Rican parents in two large cities in Connecticut, and their educational aspirations and expectations for their children; (2) the occupational level of the parents and their occupational aspirations for their children; (3) the parents' geographical origin and orientation; (4) the language proficiency and dominance of key family members with regard to Spanish and English; (5) the parents' attitude toward bilingualism and bicultural/bilingual education; and (6) the parents' interest in education in general. The conclusion reached is that the family background of Puerto Rican pupils is generally compatible with and desiring of a bilingual/bicultural approach to education. A reference bibliography on bilingual/Puerto Rican education is included.

Additional areas of coverage:
current or future relevance (1).

Zon, Calvin. "Modern Language Institute Closing." The Evening Star and Washington Daily News (February 21, 1973), C-1.

605

This article reports the closing of the Modern Language Institute. In its lifetime, the institute had taught English to more than 16,000 foreign students, had provided instruction in a total of 70 languages, and had had numerous publications, including language materials used by schools in the Alexandria Public and District Private Schools. It was purchased in 1961 by American Express, which had intended to use it to expedite tourist travel, but could not adjust to it as "an educational subsidiary" and had therefore decided to phase it out of existence. The institute was reported to be closing on March 2, 1973.

Additional areas of coverage:
current or future relevance (1).

SECTION VII

BIBLIOGRAPHIES, OTHER LISTS

This section is in two parts, A and B, with continuous numbering. Part A presents all the bibliographies that have been found. Most are annotated. Each abstract also indicates which of the six areas of interest has primary coverage, and which, if any, are secondary.

Part B groups those documents that have been found to be directories, guides, and other listings of people, places, or things. These too, show the primary and secondary areas of interest.

PART A

Brown, Judith. The Peace Corps and the Development of Foreign Language Instructional Materials: An Annotated Bibliography. Washington, D.C.: Center for Applied Linguistics, June 1969.

701

Developed by the Center for Applied Linguistics, this bibliography is part of a comprehensive report on language involvement by the United States government. It is based upon a study of Peace Corps instructional materials developed since 1961, the date of the establishment of the Peace Corps. This listing contains 304 bibliographic entries, the majority of which are annotated. These instructional materials cover approximately 100 languages and dialects. Through this record of Peace Corps achievement in this field, the bibliography may serve as "a possible springboard for wider dissemination of titles meriting an audience outside the government."

Areas of coverage:
findings, theories, or curriculum designs (2);
instructional materials (3).

Dissemination Center for Bilingual Bicultural Education.
Cartel: Annotated Bibliography of Bilingual Bicultural Materials No. 24. Cumulative Issue--1974.
Austin, Texas: Education Service Center, Region XIII, Dissemination Center for Bilingual Bicultural Education, December 1974.

702

This book is an annotated bibliography of bilingual bicultural materials and is designed to serve as an informative listing for educators, librarians, and others interested in bilingual bicultural education. The intent of the work is to provide the objective information needed to make decisions in the acquisition of relevant material for use in bilingual bicultural programs. The work is organized into: (1) an introduction; (2) a statement of criteria for relevance; (3) the annotated bibliography; (4) a title index; (5) titles of materials in the series; (6) an author index; (7) a subject index; and (8) an index to publishers and distributors. Of special relevance is the material included in the subject index under the headings of "Career Education" and "Professional Readings and Resources--Teacher Education."

The document may be obtained by writing Cartel, c/o Research Librarian, Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.

Areas of coverage:
current or future relevance (1).

Dissemination Center for Bilingual Bicultural Education.
Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Teacher Education. Austin, Texas: Education Service Center, Region XIII, Dissemination Center for Bilingual Bicultural Education, January 1975.

703

This is an annotated bibliography providing listings of materials for bilingual bicultural programs. Of particular interest is the section on teacher training.

Areas of coverage:

occupational language needs (5);
findings, theories, or curriculum designs (2).

Jakle, John A. Ethnic and Racial Minorities in North America: A Selected Bibliography of the Geographical Literature. Council of Planning Librarians Exchange Bibliography #459-460. Monticello, Illinois: Council of Planning Librarians, September 1973.

704

This bibliography deals with the spatial and geographic diffusion of ethnic minority groups in North America and with the relationship of such diffusion to acculturation and assimilation. It is organized according to minority groups; 46 minorities are represented by one or more bibliographic references.

Areas of coverage:
current or future relevance (1).

James, Charles J. A Selective Bibliography of Doctoral Dissertations in Modern Language Education. New York: National Center for Educational Communication, ERIC Clearinghouse on Languages and Linguistics, 1972.

705

This is a bibliographic collection of 842 doctoral dissertations on the study and teaching of modern foreign languages. The majority of the entries are the result of a search of Dissertation Abstracts International for the years 1961 to 1971, and are collected solely on the basis of the abstracts reviewed. The dissertation titles are categorized under: general, linguistics, culture, teaching the foreign language, curriculum in foreign language, physiology and the psychology of language learning, bilingualism, teacher education in foreign languages, methods in foreign language teaching, teaching English to speakers of other languages, equipment, and testing the foreign language.

Areas of coverage:
current or future relevance (1);
instructional materials (3).

Lewis, Kathleen P. Indexing Tools and Terminology Sources in the Language Sciences: A Bibliographical Listing. Washington, D.C.: Center for Applied Linguistics, April 1968.

706

Prepared in connection with the development of an experimental thesaurus for the language sciences, this bibliography contains 68 entries on indexing materials in the language sciences and 74 other references (primarily dictionaries) which address terminology used in the field of language study. Some of these entries are briefly annotated.

Areas of coverage:
findings, theories, or curriculum designs (2);
instructional materials (3).

Modern Language Association. Publications Available from the MLA Publications Center. New York: Modern Language Association, December 1973.

707

This is an annotated bibliography of works published by the MLA. Topic headings include: "On Scholarly Publication," "Guides to Research," "Humanities and Literature," "General Foreign Languages," "Resource Lists," "Teacher Preparation," "Certification Evaluation," "Classroom Materials," "Linguistics," "FLES," "Publications of the Index Committee," "Papers of the Midwest MLA," "New Variorum Edition of Shakespeare," "Northeast Conference on the Teaching of Foreign Languages," and "Southern Conference on Language Teaching." Prices of individual publications are included.

Areas of coverage:
current or future relevance (1);
findings, theories, or curriculum designs (2).

708 Teschner, Richard V. (compiler), et al. Spanish-Surnamed Populations of the United States: A Catalogue of Dissertations. Ann Arbor, Michigan: Xerox University Microfilms, 1974.

"In this catalogue an attempt has been made to list all doctoral dissertations pertaining to the several Hispanic or Spanish-surnamed populations of the United States and possessions. The 1,197 items encompass all the several disciplines of the Social Sciences (anthropology, business and economics, geography, history, library science, political science, social work and sociology) and of the Humanities (folklore, language/linguistics, literature, mass communications, music and fine arts, and religion and theology) as well as those disciplines of the Sciences which bear directly upon human concerns (health sciences, home economics, psychology and public health). The extensive field of Education is also covered here. The material presented here is classified according to the same categories employed by CDI (Comprehensive Dissertation Index) and DAI (Dissertation Abstracts International), the exception being that items from the category Speech and Theatre have been recategorized under one of the following: Language, Literature, Mass Communications. (author)" Of special relevance are the items to be found under: Education--Colleges and Universities, and Adult and Vocational; and Mass Communication.

Areas of coverage:
findings, theories, or curriculum designs (2).

Thompson, Bryan. Ethnic Groups in Urban Areas--Community Formation and Growth: A Selected Bibliography. Council of Planning Librarians Exchange Bibliography #202. Monticello, Illinois: Council of Planning Librarians, July 1971.

709

This bibliography deals with entries which address the study of immigrants settling in urban areas of the United States. Economic, cultural, technological, political, and geographical distribution are emphasized relative to settlement, intra-urban migration and community growth.

Areas of coverage:
current or future relevance (1).

United States Civil Service Commission. Guide to Federal Career Literature. 1972-0-465-999, Stock No. 0600-0639. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, 1972.

710

This directory is designed to serve as a reference guide to Federal recruiting literature. It contains brief descriptions of 232 publications from 46 different departments and agencies. The pamphlets and brochures listed represent only the principal publications used in nationwide recruiting for college entry-level positions. Of special interest are sections on: (1) the Peace Corps; (2) the Department of State; and (3) the United States Information Agency.

Areas of coverage:
current or future relevance (1);
manpower requirements (4).

PART B

American Translators Association. ATA Professional Services Directory, 1965. New York: ATA, 1965.

711

This directory lists 239 members of the American Translators Association by name, address, telephone number, native language, and language and subject specialties as given by the translator. This listing is helpful to users of services requiring translating skills and of services related to the language of interest. Thirty languages and seventy-eight subject or specialization areas are listed.

Areas of coverage:
current or future relevance (1).

Angel, Juvenal L., Compiler, *Directory of Intercorporate Ownerhip (Who Owns Whom in America)*. New York: World Trade Academy Press, Inc., 1974.

712

The Directory of Intercorporate Ownership (Who Owns Whom in America) contains over 2,300 pages in two volumes of listings. Included are names of more than 8,000 parent companies in America which own or control more than 90,000 domestic and overseas subsidiaries as well as more than 2, 000 foreign firms controlling more than 4,000 firms currently established in the United States. Volume One contains the names and addresses of parent companies, in alphabetical order. Included are the names of branches or subsidiaries of foreign firms operating in the United States. Volume Two is a complete alphabetical index of the parent companies, subsidiaries, divisions and overseas branches, as well as the names of branches or subsidiaries of foreign firms with branches or subsidiaries in America. Areas of coverage: current or future relevance (I).

Angel, Juvenal L., (Director, World Trade Academy). Looking for Employment in Foreign Countries Reference Handbook. New York: World Trade Academy Press, Inc., 1972.

713

This is Volume Seven in a series entitled Encyclopedia of International information and has been compiled, the publisher states, with the modern businessman in mind and his problems in dealing with new and established overseas markets. "The information in each volume. . . is designed to orient today's businessman to the variey of situations and opportunities he is likely to meet in dealing with. . . nations. Those who require up-to-date, accurate research data in depth on international matters. . . will find this ten volume encyclopedia a welcome addition. . ." Volume Seven is designed as a reference guide to employment overseas. The compiler discusses such topics as the international job market, avenues leading to overseas employment, compensation, benefits and contracts, occupations with the most possibilities of employemnt in foreign countries, and formats for job resumes. He also discusses the types of consultants that undertake overseas projects U.S. Government employment in foreign lands. He presents an emplovment guide to United Nations agencies, a listing of leading non-profit American organizations operating abroad, opportunities for teachers, positions with multi-national corporations and employment and marketing profiles which are divided into sections: Western Hemisphere, Near East and South Asia, East Asia and Australia, Africa and Western Europe. An extensive bibliography is included. Areas of coverage: occupational language needs(5).

Angel, Juvenal L. National and International Employment Handbook for Specialized Personnel: Practical Handbook for Those Seeking Employment Here and Abroad. 6th edition. New York: Modern Vocational Trends Bureau, World Trade Academy Press, Inc., 1961.

714

"The material in this sixth edition of the National and International Handbook for Specialized Personnel has been revised completely. Many additions make it a must for all persons interested in finding or changing positions and those who want to help others in this search. The author has carefully covered the following basic questions designed to answer problems which invariably arise in the search for the right job: (1) Personal Inventory, (2) Occupational Objectives, (3) Simple Résumés, (4) How to Find Openings, (5) Letters of Application, (6) Employment in Foreign Countries, (7) Points to Be Considered When Employed for Overseas Work, (8) Where to Seek Employment in Private Industry, (9) Official and Semi-Official Organizations, and Non-Profit Organizations, (10) Literature on Pursuit of Employment, and (11) A Directory of More Than 5,000 Leading Employers. (author)" This work is generally relevant, but of special interest is Section Three, "Employment Possibilities in Foreign Countries," the entries in Section Two under "Private Industry" pertaining to bilingual personnel, and the entries in Section Two under "Non-Profit Organizations."

Areas of coverage:
- manpower requirements (4);
- occupational language needs (5);
- current or future relevance (1).

Angel, Juvenal L. National and International Employment Guide in the Construction Field. New York: World Trade Academy Press, Inc., 1975.

715

This booklet is designed as a reference guide to employment in the field of construction work on both an international and national level. Information presented is compiled by International Marketing consultant, Juvenal L. Angel, who states that while all information furnished ~~theirin~~ is from reliable sources, "no representation is made as to the complete accuracy of the material." However, he attempts to state clearly the possibilities of employment in this field and organizes his material in the following sections: Section I deals with employment possibilities in the field of contracting and construction; Section 2 discusses the importance of training in relation to the construction field; Section 3 presents a list of U.S. agencies hiring technical and semiskilled personnel; a list of leading construction employers in the U.S. is given in Section 4. Sections 5, 6 and 7 deal respectively with American Employers with construction projects overseas, resumes of qualifications for skilled workers in the construction field, and the method of presentation of qualifications for the semiskilled worker. Sample letters and resumes are given, as well as valuable lists of contracts and job descriptions. Areas of coverage: occupational language needs (5).

2 sp.

Title

Cultural

Bruner, Karen (compiler). Research, Study, Travel and Work Abroad: Opportunities and Information for Students and Teachers. Report No. OE-14157 by the Institute of International Studies, Washington, D.C. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, 1971.

717

"The material in this pamphlet is based on requests for information by students and teachers concerning research, study, travel, and work abroad. Two major sections are provided: (1) treating United States government-sponsored opportunities such as lecturing and advanced research awards, faculty research awards, doctoral dissertation fellowships, graduate fellowships, loans for overseas study, teacher exchange, summer seminars abroad and teaching abroad in American schools; and (2) non-government sources. Selected references are included. (RL)" Of special interest are sections on faculty research awards (2, 3), doctoral dissertation fellowships (2, 3), and graduate fellowships (1).

Areas of coverage:

findings, theories, or curriculum designs (2).

"Directory of State Coordinators for Bilingual Education."
Federal Aid Planner (Fall 1972), 69-71.

718

This directory gives the names, addresses, and telephone numbers of bilingual education coordinators in fourteen states.

Areas of coverage:
current or future relevance (1).

Dissemination Center for Bilingual Bicultural Education.
Guide to Teacher Education Programs for Bilingual Bicultural Education in U. S. Colleges and Universities. Austin, Texas: Dissemination Center for Bilingual Bicultural Education, January 1975.

719

This guide was developed by the research staff of the Dissemination Center for Bilingual Bicultural Education to accompany the publication entitled Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Education. The information found in this listing is the result of inquiries to all state departments of education and many institutions of higher learning. Information is arranged alphabetically by state. The name of each institution known to have a related program is followed by the address of the institution and, in most cases, a name and address to contact for further information. A capsule description of the courses and programs offered during the academic year 1974-1975 is included. This information will also serve as a guide to the direction of various institutions' programs in the future and as an overall indicator of trends in programs training teachers for the bilingual bicultural classroom. Of particular relevance is the assumption that the majority of programs listed may require non-English language instruction related to career preparation in the field of bilingual education. Addresses may provide useful resources for further research information in this field.

The document is available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.

Areas of coverage:
current or future relevance (1).

Dissemination Center for Bilingual Bicultural Education.
Guide to Title VII ESEA Bilingual Bicultural Projects: 1973-1974. Developed and printed with funds provided by Title VII ESEA of 1965, through a grant from the U. S. Office of Education, Department of Health, Education, and Welfare. Austin, Texas: Dissemination Center for Bilingual Education, April 1974.

720

"This updated version of the Guide to Title VII Projects in the United States has been prepared by Dissemination Center staff in cooperation with the U. S. Office of Education, state departments of education and directors of locally operated projects. Its purpose is to serve as a comprehensive directory of project sites and a practical compilation of individual project information. (author)" Of special interest is the entry on page 226 under Washington, project title, "Training Migrant Paraprofessionals in Bilingual Mini Headstart"--a description of a bilingual project for training paraprofessionals in Spanish and English in content areas such as spatial relationships, temporal relations, seriation, classification, and cultural heritage.

The document is available from Joe Parks, Executive Director, Education Service Center, Region XIII, 6504 Tracor Lane, Austin, Texas 78721.

Areas of coverage:
findings, theories, or curriculum designs (2).

Hopke, William E. (ed.). The Encyclopedia of Careers and Vocational Guidance, Volume II, Careers and Occupations. New York: Doubleday and Company, Inc., 1967.

721

This encyclopedia lists nine categories of careers and occupations and includes an occupational listing with government classifications. Individual occupations are described in terms of definition, history, nature of the work, requirements, special requirements, opportunities for experience and exploration, methods of entry, advancement, employment outlook, earnings, conditions of work, social and psychological factors, and sources of additional information. The need for foreign language skills for a particular occupation is indicated in the description as appropriate, e.g., foreign language stenographer, interpreter. Though this directory is comprehensive in scope, it has a limited amount of information relating the use of language skills to occupations.

Areas of coverage:
occupational language needs (5);
current or future relevance (1).

Howard, Cecil G. "Overseas Compensation Practices of U. S.
Firms." Washington, D.C.: The BCIU Institute,
July 1974.

722

This document provides a mimeographed listing of forty-two United States firms abroad with explanations of their compensation practices. The author has arranged the information in list form according to each practice, so that the statistics may be easily perused. An extensive amount of information is given, ranging from number of U. S. management personnel employed abroad to percentage of salary paid in U. S. dollars, etc. Regional variations according to country are also given. Detailed information is provided regarding personal living problems facing employees overseas and personnel management problems which might arise.

Areas of coverage:
current or future relevance (1).

Modern Language Association of America. A Guide for Job Candidates and Department Chairmen in English and Foreign Languages. New York: MLA, 1973.

723

This guide provides information for individuals involved in job seeking, placement, and recruitment relative to positions in English and foreign languages. The article, among other things, explores the academic job market in English and foreign languages, presenting situations and trends for 1973. It includes appendices, one of which deals with sources of information on teaching and administrative positions.

Areas of coverage:
findings, theories, or curriculum designs (2);
current or future relevance (1).

New York Board of Education. Bilingual Newspapers, Newsletters, and Periodicals. Brooklyn, New York: Bilingual Resource Center, 1973.

724

This booklet lists 34 Spanish-language newspapers published in the U. S. and Latin America, 23 newsletters in the field of bilingual education, and 42 magazines published in Spanish which are available in the U. S. Information provided includes the name of the publication, the city or country of origin, the address of the distributor, the publication schedule, and the potential level of appeal for use in the classroom.

Areas of coverage:
current or future relevance (1).

United States Civil Service Commission. Federal Career Directory, 1973: A Guide for College Students. 1973-0-466-767, Stock No. 0600-0644. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, 1973.

727

This directory presents specific information about Federal careers and the agencies that employ college graduates for these positions. The directory is divided into three parts: (1) a look at all of the major Federal career occupations, with a brief description of each job showing the nature of the work, the qualifications required, and the career possibilities; (2) a comprehensive look at Federal Agencies, their missions, and the career opportunities they can offer; and (3) an index of jobs listed in relation to college majors. Of special interest are entries relative to the Agencies for International Development, the Department of State, the Treasury, the Bureau of Customs, and the United States Information Agency.

Areas of coverage:
manpower requirements (4);
current or future relevance (1).

United States Civil Service Commission. A Guide to College Level Federal Careers. Dallas, Texas: U. S. Civil Service Commission, Dallas Region, 1972.

723

This booklet provides a review of job opportunities with Federal agencies recruiting in the Civil Service Commission's Dallas Region (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas). There are three major sections: (1) Federal job application details, plus discussion of special employment programs and benefits of service with the Federal Government; (2) a listing of occupations utilized by Federal agencies in this region (each cross-referenced to specific agencies seeking college-level employees); and (3) a summary of the goals, activities, and employment opportunities of Federal Agencies in the Dallas Region, including a discussion of the larger geographic areas of employment. Of special interest are the sections on page 15, "Where to Apply for Teacher Positions," and page 18, "Overseas Employment." Requests for the booklet may be addressed to Office of Recruiting and College Relations, U. S. Civil Service Commission, Dallas Region, 1100 Commerce Street, Dallas, Texas 75202.

Areas of coverage:
occupational language needs (5);
current or future relevance (1).

United States Civil Service Commission. Regional Career Directories. Atlanta, Boston, Chicago, Dallas, Denver, New York, Philadelphia, St. Louis, San Francisco, and Seattle: U. S. Civil Service Commission, Regional Office, dates not available for all regions.

729

"Each of the ten U. S. Civil Service Commission Regional Offices publishes a career directory covering regional Federal employment opportunities. The directories are generally distributed to college placement offices within each region. Copies of directories from other regions will be furnished to a placement office upon request if available." (From Guide to Federal Career Literature.)

Areas of coverage:
manpower requirements (4).

United States Civil Service Commission. Summer Jobs in Federal Agencies. Pamphlet 68. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, November 1966.

730

This pamphlet contains information about opportunities for summer vacation jobs in Federal Agencies and how to go about applying for them. All opportunities described are for temporary, seasonal employment. Of particular interest are the entries on pages 20 and 22 below "Department of State" and "U. S. Information Agency," respectively.

Areas of coverage:
occupational language needs (5);
current or future relevance (1).

World Trade Academy Press, Inc. Directory of American Firms Operating In Foreign Countries. New York: World Trade Academy Press, Inc., 1975.

731

The completely revised and enlarged edition of the Directory contains the most recent data on more than 3,500 American corporations which control and operate over 16,000 foreign business enterprises with a total value of more than $125.5 billion. The Directory is organized into two sections: (1) Alphabetical index; (2) International geographic distribution. Areas of coverage: Current of future relevance (1).

World Trade Academy Press, Inc. Directory of Foreign Firms Operation in the United States. New York: World Trade Academy Press, Inc., 1975.

732

Foreign businesses are rapidly expanding their holdings in the United States. This Directory pinpoints the activities of foregin competitors in the U. S. It demonstrates the feasibility of engaging in operations similar to those already established in the U.S. It reveals the vast opportunities that exist for doing business with foreign corporations. It provides accurate and up-to-date information. This is the first publication of this type in the field.

Areas of coverage: current or future relevance (I).

additional

World Trade Academy Press, Inc. International Reference Handbook of Marketing Management and Advertising Organizations. New York: World Trade Academy Press, Inc., 1975.

733

This handbook identifies and describes organization in the fields of marketing, management and advertising in different part of the world. Listings include foreign sources capable of assisting individuals and companies desiring to sell American goods and services. These leads will prove helpful in answering queries and establishing contact with the right consumer, consultant or trader. The handbook offers information needed to reach planned international market targets.

Areas of coverage: Current or future relevance (1).

World Trade Academy Press, Inc. Lists of Foreign Firms Operating in the United States. New York: World Trade Academy Press, Inc., n.d.

734

These lists of foreign firms operating in the United States represent the first compilation of its kind. This comprehensive compilation is the outgrowth of the proliferation of firms from abroad investing in American manufacturing, and many other industrial and service fields.
Areas of coverage: Current or future relevance (1).

additional

World Trade Academy Press, Inc. Marketing Your Skills. New York: World Trade Academy Press, Inc., n.d.

735

This is a series of national profiles of different countries, giving the advantages and disadvantages as well as the possibilities of employment in the country desired. This information is complemented with a list of American firms with subsidiaries or branches in the country selected. Areas of coverage: Current or future relevance (1).

World Trade Academy Press, Inc. Multinational Firms Operating Overseas - 1975 Ed. New York: World Trade Academy Press, Inc., 1975.

736

This book contains an alphabetical listing of about 4500 corporations operating overseas. Names and addresses in the United States, presidents and those in charge of foreign operations, when known, are included. It also gives the names of products or services rendered. Countries where branches, subsidiaries or affiliates are located are included.

Areas of coverage: Current or future relevance (1).

World Trade Academy Press, Inc. National Register of Scholarships and Fellowhips. New York: World Trade Academy Press, Inc., 1975.

737

This register, in preparation, records over 200,000 scholarships, fellowships, grants and loans offered by colleges, universities, private organizations, government, foundations, and private industry. It serves the needs of students who need financial aid to continue education beyond the high school level. The register is divided into two sections: Undergraduate and Graduate. Areas of Coverage: Current or future relevance (I).

World Trade Academy Press, Inc. *Scholarships, Fellowship & Loans for Black, Spanish-speaking, and American Indian Students.* World Trade Academy Press, Inc. New York, 1975.

738

This is a compilation of scholarships, fellowships and loans offered to Black, American Indian and Spanish-speaking students. The information contained in this specialized study will be helpful to many minority students who wish to continue their academic pursuits. This guide includes names of foundations, educational institutions, private organizations, private industry, and Federal Agencies which provide this type of financial aid to further the education of minorities.

2 SP

Areas of coverage: Current or future relevance; non-English speakers needs (6).

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  See also Vocationally oriented ESL programs.
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Numbers in the index refer to abstracts, not pages.

Beeth, Gunnar. *International Management Practice: An Insider's View.* New York: Amacon, 1973.

103

The author introduces this book as a "'How to' book for generalists," by which he offers practical guidelines for international executives of American corporations. He admits that he is not an author by trade, but because of his experience as an international operating manager and management consultant, he feels qualified to offer personal opinion and some rules of thumb. Particularly, he stresses the subject of cultural differences as barriers to communication and business and the difficulties that come from the inability to cross cultural barriers. Chapter Nine, "How to Cross the Barriers to International Understanding," is an important chapter and is covered in greatest detail by the author because, as he observes, it concerns "the aspects of international business that are generally understood least and handled worst." Some sub-topics discussed in this chapter are the following: knowledge of languages, attitudes and culture, cultural translation, language study, interpreters, the silent language, and problems with English. Also, Chapter Ten, "How to Build an Excellent International Staff," is of specific interest in dealing with foreign staffing, expatriation, and knowledge of foreign languages and attitudes. A section on recommended information sources is found in the book after the concluding chapter.

Additional areas of coverage:
    findings, theories, or curriculum design (2);
    occupational language needs (5).

Biegeleisen, J. I. How to Go About Getting a Job with a Future.
New York: Grosset and Dunlap, Publishers, 1967.

104

This book deals with job counseling and should be informative to both job seekers and vocational counselors. The chapter on overseas assignments with American-owned companies and the U.S. Government, including the Peace Corps, discusses briefly the important role that foreign languages play in certain occupations.

Additional areas of coverage:
manpower requirements (4).

Bilsky, Elsie, and Barbara H. Thies. *The Agencies' Agency--Resources Support in the Anti-Poverty Effort, 1965 to 1968*. Minneapolis: Institute for Interdisciplinary Studies, 1969. (Not seen.)

105

This report describes an organization in the city of Los Angeles, called the Welfare Information Service, delineates the welfare and social services that are provided by this organization, and notes the fact that they have to be provided bilingually because of the great number of Spanish-speaking people in the Los Angeles area. In some cases, still other languages are required, such as Chinese or Japanese, although it is almost impossible to provide these capabilities on a full-time basis. The report concludes that cities as large as Los Angeles require a central welfare and assistance service covering the entire metropolitan area. This service must be staffed with persons having a number of professional skills and capabilities, and these persons must have the linguistic capabilities to meet whatever local needs may exist.

Additional areas of coverage:
occupational language needs (5).

Burk, George. "Let's Prepare for the Future--An International
Future!" Speech presented in Vestal, New York,
February 1970. Philadelphia: American Association
of Teachers of German, 1971. 8 pp. (ED 048 808)

109

"This address focuses on the vital role language instruction plays in the development and maintenance of international trade relations between the U. S. A. and other trading powers. The crisis in international trading caused by an excessive flow of American dollars to foreign countries is discussed in terms of future trade relations. Concluding remarks depict a time in which America will become more dependent on foreign trade and thus, the need for American speakers of foreign languages will increase. (RL)"

Additional areas of coverage: none.

Fayerweather, John. The Executive Overseas. Syracuse, New York: Syracuse University Press, 1959.

113

Problems encountered in business and industry by United States executives working in foreign countries are twofold: those related to differences in the value systems and those related to the ability to retain a degree of tolerance while working within the value systems of other countries. Cultural differences are considered to be the major sources of difficulty encountered by U. S. executives when dealing with colleagues in foreign countries. This book is particularly useful to employers, trainers, and developers planning career-oriented programs for U. S. citizens employed in countries outside the United States, or any programs that require work with peoples of other nations.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Froning, Dorothy. "Vocational Opportunities for the Foreign Language Major." Wichita State University Foreign Language Summary, Vol. 6, No. 2 (November 1971), 3-6.

119

"Vocational opportunities for the language major are classified in two major groups: (1) focusing on vocations in which the knowledge of a language is the prime requisite for employment; and (2) concerning vocations in which knowledge of a technical skill, trade, business, or profession and a knowledge of a second language are required. Comments are intended for those seeking positions in education, business and government. Other career opportunities in travel, libraries, and publishing are cited. A short bibliography is included. (RL)"

Additional areas of coverage:
findings, theories, or curriculum designs (2);
manpower requirements (4);
occupational language needs (5).

Gonzalez, Richard F., and Anant R. Negandhi. The United States Overseas Executive: His Orientations and Career Patterns. East Lansing: Michigan State University, Institute for International Business and Economics Development Studies, 1967.

120

The purpose of this comprehensive research study dealing with the overseas executive is to determine "the kind of overseas executive currently representing U. S. business" and to see whether there are meaningful differences in attributes possessed by overseas and domestic executives. Results are reported on 1,161 executives, representing firms listed in the Fortune Directory under types of business described as manufacturing and mining, merchandising (trade), banking and insurance, transportation, utilities and communication, and service. In Chapter VII, entitled "The Expatriate Views Himself," brief reference is made in the table on "Disadvantages of Foreign Assignments" to language and customs difficulties, and in the table "Ideal Background for an Overseas Career" to knowledge of language of host country. Training in languages for foreign assignments is discussed on page 87.

Additional areas of coverage: none.

Gordon, Helen, and David Holden. "Careers for Foreign Languages." Project COED, a summer curriculum project. Keene, New Hampshire: Keene High School, Foreign Language Department, 1974. (Mimeographed.)

121

This document is a proposal for a summer curriculum project sponsored by Project COED and the Foreign Language Department at Keene High School, Keene, New Hampshire, 1974. The purpose of the project is to acquaint teachers and students with the value of a foreign language as a supportive skill for other occupations. The three basic goals are: (1) first year, to create student awareness of opportunities for second language use as a supportive skill; (2) second year, to motivate perfecting of skill in the language through consideration of possible occupations in which the language might be used; (3) third and fourth year, to explore specific occupations where knowledge of a foreign language could be valuable. Justification is presented for the need for such a curriculum and examples are cited of situations within all walks of American life where language training is important. Suggestions are made for use of materials presented, and each level is outlined with goals, step-by-step objectives, and correlating activities, followed by evaluation procedures for each unit. A resource list of reference materials for teachers and reference people is included in the report.

Additional areas of coverage:
findings, theories, or curriculum designs (2);
instructional materials (3).

Hoyt, Kenneth B. "Straight Answers on Career Education." *Today's Education* (The Journal of the National Education Association), Vol. 64, No. 1 (January-February 1975), 60-62.

106
~~121~~

This article comprises an interview with Kenneth B. Hoyt, Associate Commissioner for Career Education, U. S. Office of Education, presented in question-answer form. A variety of questions are addressed, beginning with a basic definition of Career Education, its characteristics, its necessity, approach, growth and costs, and how it differs from vocational education. Other questions raised include: (1) how can teachers get career education started in their schools? (2) what is the relationship between pre-service and in-service career education? (3) what is the general reaction to career education? (4) what do you foresee as the future of career education? The reader is invited to direct further questions on specific career education programs to Dr. Hoyt at the U. S. Office of Education, Washington, D.C. 20202.

Additional areas of coverage: none.

Kennedy, Joyce Lain. "Attitudes on Employment Preparation". Chicago Sun Times (June 26, 1975), 96.

131

A consensus of some of the aspects and definitions of career education seems to be emerging among educators, according to this article written by Joyce Lain Kennedy. She discusses the concept of career education that has evolved, its aims and history and the rather vague definition with which it started, to the present statements emerging from a recent national meeting of state career education leaders in Dallas sponsored by the Council of Chief State School Officers. She lists their conclusions which most agreed upon: (1) Traditional American education does not meet the needs of the majority of students who will not graduate from college. (2) Too many students leave high school and college unequipped with vocational skills or the desire to work. (3) All teachers should utilize career oriented methods and materials as a means of educational motivation. (4) Some teachers should be responsible for providing students with specific vocational competencies. (5) There should be more granting of educational credit for learning which takes place outside of school. (6) Despite the need for additional research, enough is known to move ahead with comprehensive career education programs. (7) Implementation of career education in all school systems should take priority over support of further massive (research) programs. She concludes from the percentage of positive responses to all the statements above that the majority of those polled in Dallas are saying that "it's time to close the gap between discovery and application, that the track record on career education is sufficiently researched to justify a full gallop into large numbers of schools."

Additional areas of coverage: instructional materials (3).

Lester, Kenneth A. and Toby Tamarkin. "Career Education." Responding to New Realities. The ACTFL Review of Foreign Language Education, Skokie, Illinois: National Textbook Company, 1974.

134

The purpose of this article is to recognize the goal of career education in providing youth with skills and concepts necessary for productive and rewarding lives. A definition of career education is given as presented by the federal government offices in Washington D.C., beginning with career awareness in Grade One and moving toward a more specific orientation at the upper elementary grades. "Career clusters" are explored at the junior high level in anticipation of in-depth exploration and preparation at the senior high level.

The authors point out that foreign language teachers who try to use the 15 "career clusters" identified by the U.S. Office of Education will find that this system is different in many respects from traditional classification (i.e., no provision for such occupations as found in diplomatic service). As a result, they suggest that foreign language teachers may wish to derive a new orientation that will be more helpful in counseling students interested in exploring employment opportunities according to the 15 basic categories.

The rest of the article deals with suggestions to the foreign language instructors on how to gear their students who wish careers in foreign languages into a practical approach to their foreign language training rather than studying language for language's sake. Sub-topics include Career Education in Foreign Languages, Career Education in Adult Education and Higher Learning, Community Schools and Work Experience Programs and Job Placement. Also, the behavioral objectives of a 10th grade career-development unit, "French Language Skills in the United States," is outlined. Four points summarize the article and an extensive bibliography follows.

Additional Areas of Coverage: findings, theories, or curriculum design (2).

Liebers, Arthur. How to Get the Job you Want Overseas. New York: Pilot Industries, Inc., 1968.

135

This book is written for those people considering employment overseas. It is designed to help one decide what type of overseas employment one is best suited to, to explain what countries offer these jobs, and to suggest how to go about getting them. It offers other advice, such as salary scales, health requirements, benefits, etc. It discusses overseas jobs in private industry, tax advantages, employment agencies specializing in overseas employment, and the largest overseas construction companies with U.S. government contracts. Also, it lists government positions and federal agency jobs available. Suggestions for preparing resumes and taking examinations are given. A special chapter on the Peace Corps is included as well as a section especially for teachers which lists opportunities available under the International Educational and Cultural Exchange Program.

Additional areas of coverage: Occupational language needs (5).

Steiner, Florence. "Career Education and Its Implications at
the National Level." The Modern Language Journal,
Vol. 58, No. 4 (April 1974), 186-191.

155

The broad developing concepts of career education are explored in relation to the study and teaching of foreign languages. The author notes that career education provides the momentum for needed reform in foreign language teaching. Greater flexibility should be built into foreign language study programs, enabling students to prepare for a cluster of careers wherein language skills are ancillary to performing jobs, e.g., in the business, industrial and other world-of-work professions and occupations. Further, curriculum revision programs should also emphasize the cultures of foreign peoples and their similarities to and differences from the student's society.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

United States Department of State and United States Information Agency. Foreign Service Officer: Examination for Foreign Service Officer Careers, 1974. No. 0-547-795. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, 1974.

160

This government publication discusses the procedure for the competitive written examination offered December 7, 1974, to candidates for career appointments as Foreign Service Information Officers of the United States Information Agency. It explains eligibility requirements, application procedures, appointment qualifications, and career responsibilities in the Department of State and the U.S.I.A. The written examination is detailed, and a sampler of test questions is included. Complete information is given regarding registration for the examination and the places where the foreign service examination is held, both domestically and abroad. A college code list is also included.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Winter, Elmer L. Your Future in Jobs Abroad. New York:
Richards Rosen Press, Inc., 1968.

163

The author of this work is the president of Manpower, Inc., "the world's largest temporary help and complete business service, with 536 offices in 34 countries on six continents." Major portions of the book deal with the problems relating to working abroad; language; foreign customs; work permits; pay scales; American companies abroad; and seventeen fields that offer some opportunities for working abroad. The chapters dealing with "language" and "Government jobs" (see Peace Corps) would be particularly helpful to the individual interested in foreign employment.

Additional areas of coverage:
manpower requirements (4).

World Trade Academy Press, Inc. Resumes for Overseas Employement. New York: World Trade Academy Press, Inc., 1974.

164
This highly specialized book offers sample resumes, and stresses other material required when seeking employment in foreign countries. More than 25 examples of individual summaries are included as guides in presenting background information as to work experience and training, in addition to personal data. The field of foreign operations and possibilities for employment are also analyzed. Among topics reviewed are merchandising your talents, determinging your objectives, occupational questions you should understand, appraisal of your abilities, information that should be outlined in your occupational inventory, what to avoid, length, and use of photographs. Comparative effectiveness of Blue Back and French Fold format is considered. Additional areas of coverage: None

Abramson, Paul. "Winging It--Training and Non-Training for
Assignment Overseas." Training, Vol. 11, No. 7
(July 1974), 24+.

201

Data including comparison figures on special training provided to employees assigned to overseas locations are reported in this article. Cultural background, company objectives and learning the language ranked as the three highest priorities, respectively, in those training programs reviewed. Most companies depend upon external trainers to train employees in languages.

Additional areas of coverage:
occupational language needs (5).

American Council on the Teaching of Foreign Languages. "Revitalizing Foreign Language Instruction through Career Education." Career Education in the Academic Classroom. Salt Lake City, Utah: Olympus Publishing Company, 1975.

203

This article comprises Chapter Seven of an in-press collection of articles relating career education to specific academic subjects. The publication, a result of a conference on career education which was held at the University of Maryland, December 7-8, 1974, will contain several articles reflecting the views and methodologies of the following organizations: The National Council of Teachers of Mathematics; The American Alliance for Health, Physical Education and Recreation; The National Science Teachers Association; The National Council of Teachers of English; The National Council for the Social Studies; The American Council on the Teaching of Foreign Languages; and The National Art Education Association. This chapter presents the view that foreign language instruction must readdress itself to modern needs, while maintaining its integrity as an academic discipline, and that this revitalization can proceed through an emphasis on career education. A rationale is presented in support of the relationship between language training and career education in terms of students' career goals and developmental choices. Also discussed are the relationship of teaching to career education and some teaching strategies. Sample exercises are given to encourage instructors to help students narrow their fields of interest and competence in order to further their focus of specialization and career choices. A list of selected references is included.

Additional areas of coverage:
instructional materials (3).

Browning, Meshach. "Career Awareness in Foreign Language Instruction." A component of Project Aware, developed as a pilot project at Braddock Junior High School, Cumberland, Maryland in 1969-70.

211

"This paper outlines objectives and procedures followed to develop career awareness through foreign language instruction at Braddock Junior High School, Cumberland, Maryland. The purpose of Project Aware was to make the student cognizant of the need for occupational and career exploration as early as possible. The outline contains: (1) basic procedures; (2) sample objectives; (3) sample textbook review; (4) sample newspaper review; (5) sample community survey; (6) sample materials for teacher awareness training; (7) sample lesson plan of teaching activities; (8) sample evaluation of activities; (9) a sample redefinition of objectives and goals. (RL)"

Additional areas of coverage:
current or future relevance (1).

California State Department of Education. Foreign Language Dropouts: Problems and Solutions. Sacramento: California State Department of Education, 1970.

212

This study, conducted by the San Leandro Unified School District, examines the reasons why students do not continue long-term, sequential foreign language study. The study utilizes a modified systems approach, wherein reasons for or conditions surrounding language study discontinuance are identified and analyzed. For each condition. alternate solutions are proposed. This procedure (system) is described under six major headings: student, teacher, administrator, counselor-parent, community, and teacher training. Utilizing foreign languages in vocations is discussed under counseling on page 35; and suggestions for employing community resources to promote foreign language career vocations are given on page 42. An extensive bibliography is included.

Additional areas of coverage: none.

The Chamber of Commerce of the United States. "Learning to Do as the Romans Do." Nations's Business, The Chamber of Commerce of the United States (Sept. 1974), 84-85.

215

This article describes the activities of the American Graduate School of International Management (Thunderbird) at Glendale, Arizona, where students in three semesters can earn a master's degree in International Management. Students, both foreign and American, take courses that emphasize the cultures and languages of countries in which they expect to work along with subjects similar to those offered in other graduate business schools. The history of the school is presented from the time of its origin directly after World War II to the present. The school operates on the premise that "ignorance of local culture and language isn't bliss for the businessman abroad."

Additional areas of coverage: instructional materials (3).

Cunningham, Eileen, and L. Marguerite Prime. "Language and Library Science." Modern Language Journal, Vol. 42 (May 1958), 248-52.

218

A report of the Subcommittee on Special Library Education outlines recommendations for courses of study to persons interested in entering the library profession. In addition to preparation in finance, law, science and certain technical fields, medicine, music, theatre and journalism, it was determined that the study of languages (including English) was of paramount importance to the librarian's work. The practical use of foreign languages in library work is described: e.g., in book acquisitions, classifying and cataloging, reference library work, international relations, and work in special libraries such as law, music, art, and medicine. The need for use of foreign languages is also explored in the areas of teaching and editing in the library field.

Additional areas of coverage:
- manpower requirements (4);
- occupational language needs (5).

De Camp, Joseph E., Jr. "ADFL Forum: Foreign Languages and Careers." Bulletin of the Association of Departments of Foreign Languages, Vol. 5, No. 2 (November 1973), 51-52.

219

Millersville State College currently has underway or in the planning stages several programs which are designed to relate the study of foreign language to careers. Several of these programs are briefly described, including the publication of a brochure and handout illustrating "a multitude of possibilities of careers in FLs."

Additional areas of coverage:
occupational language needs (5);
current or future relevance (1).

Finlay, Ian F. Careers in Language. London: The Trinity Press, 1969.

222

This work deals with careers wherein foreign languages are utilized in the world of work. Initially, it presents three main career areas utilizing primary linguistic skills in foreign languages: teaching, translating, and interpreting. Careers in which languages are secondary qualifications or which require an ancillary knowledge of languages make up the remainder of the book, and fall into 22 identified areas, such as airline personnel, broadcasters, linguist-secretaries, information officers, etc. Three appendices are included: (1) Organizations of Interest to Linguists, (2) Useful Addresses, and (3) Useful Books and Publications.

Additional areas of coverage:
current or future relevance (1);
occupational language needs (5).

Ford, James F. "A Foreign Language Educator Looks at Career Education." Arkansas Foreign Language Newsletters, Vol. 7, No. 2 (January 1973), 1-9. (Paper presented at the Modern Language Section of the Arkansas Education Association Convention, November 21, 1972; published by the Arkansas State Department of Education, Little Rock, Arkansas.)

225

"This article, concerning the role of foreign language instruction within the framework of career education, provides a brief review of newly emerging educational theory. (RL)" Included are: (1) several definitions of career education; (2) a description of the Comprehensive Career Education Model being developed by the Center for Vocational and Technical Education at Ohio State University; and (3) a conclusion devoted to ways in which foreign language instruction can be oriented toward the concept of career education.

Additional areas of coverage:
current or future relevance (1).

Gaeng, Paul A. "The Certificate in Business Administration Program at the University of Cincinnati." ~~Paper presented at the 1974 ADFL Summer Seminar at Haverford College, June 10-14. (Galley proof.)~~ ADFL Bulletin Vol 6, #2, (November, 1974), pp. 5-6.

226
~~[illegible]~~

This paper, presented at the 1974 ADFL Summer Seminar, June 10-14, at Haverford College, describes a combined language/business program being offered by the University of Cincinnati. The program, a joint effort of the Department of Germanic and Romance Languages and the College of Business Administration, is designed to give language and business majors a greater opportunity for employment upon graduation, most specifically in the field of international business. The program, which is meant to be a four-year combined program leading to a certificate in Business Administration in addition to a B.A. degree in the Arts and Sciences, with a major in French, German or Spanish, serves two functions: (1) it permits Arts and Sciences students to obtain a basic knowledge of business subject areas; (2) it normally satisfies the course work requisites for an M.B.A. (Master of Business Administration). The paper describes the specific structure of the program, with a suggested four-year program model of the business classes required for such a degree.

Additional areas of coverage:
occupational language needs (5).

229 *

Grittner, Frank. Career Education, Academic Subjects and Contemporary Realities. (no other bibliographical data available), 105-112.

This is a Report on Arrowhead Foreign Language Conference, Superior, Wisconsin, by Dr. Frank Grittner, Foreign Language Education Specialist at the D.P.I. Two day event drew approximately 700 junior and senior high school language students and 40 teachers from Northern Wisconsin and Minnesota. Dr. Grittner was presenter at the foreign language career sessions. Article focuses on author's reservations about pedagogical value of extrinsic motives in language training; this emerged as the theme of his discussions at the conference. He discusses extrinsic versus intrinsic motivation, self-fulfillment first and careers second, levels of relevance in education (personal development and direct international communication) and concludes with summarizing his attitude that students should be taught in such a way that they feel an emotional committment to their foreign languages. However, the educational community also has a responsibility to make known the vocational and avocational applications of each discipline.

Additional areas of coverage: current or future relevance (1).

Honig, Lucille J., and Richard I. Brod. Foreign Languages
and Careers. New York: Modern Language
Association, 1973.

234

This report was prepared pursuant to a contract with the Office of Education, U. S. Department of Health, Education and Welfare, and published by the Modern Language Association in 1973. The purpose of the report is to indicate the needs for languages in the world of work and to explain why students involved in career preparation should be aware of these needs. Internationalization of travel, growing economic interdependence of nations and international business expansion, and ethnic self-awareness are cited as important considerations in foreign language study in the United States. The main focus is on language as an auxiliary skill, on careers in which languages are important, and on ways in which language skills can help in individual jobs. Descriptions of careers with language as an auxiliary skill are found in the following categories: (1) business, industry and commerce; (2) civil service; (3) education; (4) law; (5) library science; (6) media; (7) science; (8) service; (9) social sciences; and (10) travel and tourism. Careers for language specialists are also described in the areas of foreign language teaching and interpreting and translating. A summary concludes the report, in addition to a list of publications relating to careers using languages and a list of useful addresses.

Additional areas of coverage:
occupational language needs (5).

Imhoff, Paul G. Major in Foreign Languages and Related Areas.
Washington, D.C.: Department of Health, Education and Welfare, Office of Education, 1971.

235

"This article, prepared for college majors in foreign languages, offers occupational guidelines and suggestions for further occupational research. An occupational summary, a list of representative job titles related to the language major, representative employers of language majors, and a list of addresses are presented. A listing of foundations and research organizations relevant to the subject is included. The study concludes with a reference bibliography on career opportunities. (RL)" Also included is information relating to qualifications and application for a position as an interpreter for the U. N.

Additional areas of coverage:
manpower requirements (4);
occupational language needs (5).

Lipton, Gladys. "Curricula for New Goals." Foreign Language Education: A Reappraisal. Skokie, Illinois: National Textbook Company in conjunction with the American Council on the Teaching of Foreign Languages, 1972.

245

In examining the goals of foreign language education and their relationship to the specific needs of students, new language curricula are explored and their effectiveness in meeting the needs of individuals and groups is analyzed. Attention is focused on interdisciplinary and cross-cultural programs, practical language courses, and bilingual programs and courses for native speakers, as well as on aspects of the affective domain, minicourses, foreign language events, the classroom away from school, the open classroom, and individualized instruction. Innovative uses of technology in foreign language instruction (e.g., intercontinental television, telephonic instruction, and videotape) are reported. Several examples of teaching of content areas through the medium of foreign language are given. Career-oriented language courses such as those offered at Adelphi University ("Spoken Spanish for Professional Use"), Manchester Community College ("Career Spanish"), and Staten Island Community College are described as new approaches toward making foreign language instruction functional. Other examples of courses reported are "Spanish for Careers," Fairfield, Connecticut; the unique two-year foreign language airlines industry course at August Martin High School, New York City; and an automative shop course in a bilingual inner city setting at Lake Clifton High School, Baltimore. A comprehensive list of references is included.

Additional areas of coverage:
instructional materials (3).

Maryland State Department of Education. The Many Languages of Career Education. Baltimore: Maryland State Department of Education, 1974.

249

This publication was prepared under the direction of the Foreign Language Subcommittee of the Maryland State Department of Education's Task Force on Career Education as it relates to foreign language classrooms within the state school system. Topics discussed briefly in pamphlet form are: "What's So Foreign about our Foreign Language Classrooms?" and "Suggested Teaching Strategies and Learning Activities." Charts indicating careers related to foreign languages and statistics used to show increasing international transaction and communication are also presented. A selected bibliography is included, as well as a listing of members of the State Board of Education and the Sub-Committee on Career Education/Foreign Languages.

Additional areas of coverage:
instructional materials (3).

Merklein, H.A. "Languages and Business," ADFL Bulletin, Vol. 5, No. 4 (May, 1974), 7-9.

251

Dr. Merklein, Director of the International Institute Graduate School of Management, University of Dallas, presented this paper at the 1973 Annual Meeting of ADFL, December 26, 1973, in Chicago. He discusses the decline in foreign language registration in college enrollments during 1970-72. One of the reason he suggests, is that many universities have abandoned or lowered the foreign language requirement for the bachelor's degree. Yet many departments wonder if the decline is due in part to their heavy orientation towards literature and teaching. Alternate language careers, therefore, must be studied, and one area of interest is international business. But linguists should understand that foreign language training plays a peripheral role in international business and in most multinational corporations, the attitude toward skill and competency is "business-first". He discusses the graduate-school-only curriculum in top business schools such as Harvard which is geared to the non-business-degree holder. The language major is advised to spend all his graduate hours in business courses. He explores the opportunities available to languages students who wish to do graduate work in business with an eye towards international business and claims that language students are not made aware of these opportunities to combine languages with graduate business studies. The International Institute of the University of Dallas Graduate School of Management conducted a study of the language major's awareness of career opportunities outside of teaching. The author reports the results as suggesting a low level of awareness. He cites various new graduate programs in international business besides the established M.B.A. programs and indicates what these programs should offer in a four point plan: (1) there should be a foreign language requirement for admission; (2) international courses should be stressed; (3) an attempt should be made to teach the student to function in a foreign environment; (4) the head of the program should be a linguist and an M.B.A. or business-related Ph.D. An additional point, which has met with resistance, is the University of Dallas' "5-year-through-plan."

Dr. Merklein maintains, if ~~such~~ a trend toward interdisciplinary language business educational programs were to become nationwide, foreign language departments would be able to find new career opportunities for their graduates, graduate business schools would have bilingual M.B.A. candidates, and international business would be provided with individuals who would be able to bring new awareness and communicative skills to the business field.

Additional areas of coverage: occupational language needs (5).

Merklein, H. A. "Languages for the World of Work." Speech given at a conference sponsored by the Division of International Education in Columbia, Maryland, September 29 to October 2, 1974. (Mimeographed.)

252

This speech was delivered at a conference sponsored by the Division of International Education, U. S. Office of Education, Columbia, Maryland, September 29 to October 2, 1974, on uncommonly taught languages. The author's purpose in participating in the conference was to contribute his views on languages as a working tool. The intention of the speech was to present the results of two studies conducted by the International Institute, Graduate School of Management, at the University of Dallas, Irvine, Texas (Dr. Merklein is head of the International Institute). To help in the planning process for his M.B.A. program, Dr. Merklein first conducted a study dealing with performance level and career outlook as perceived by the foreign language major. The second study deals with the business community's demands on M.B.A. holders in the field of International Management. The results of both studies are presented, in addition to an overview of the study of foreign languages at the International Institute and a projected theory for an externship program for uncommonly taught languages. A list of references is included.

Additional areas of coverage:
occupational language needs (5).

Merklein, H. A., and Bogumil W. Frenk. "Career Perceptions of Foreign Language Majors." Bulletin of the Association of the Departments of Foreign Languages, Vol. 5, No. 4 (May 1974), 9-12.

253

As part of an effort to carry out a campaign to recruit foreign language majors for the Master of Business Administration in International Management, the International Institute of the University of Dallas conducted a survey among college students in Arkansas, Louisiana, Oklahoma and Texas to determine the outlook these foreign language majors have regarding career opportunities. Data relative to the survey are presented. One finding suggests that though foreign language majors consider career objectives important, they are not too well informed about their own career possibilities.

Additional areas of coverage:
current or future relevance (1).

Northeast Conference on the Teaching of Foreign Languages,
Inc. Toward Student-Centered Foreign Language
Programs. Report of the Working Committees.
Montpelier: The Capital City Press, 1974.

256

In this document, three Working Committees of the Northeast Conference present their reports on student-oriented foreign language programs and on the new role of foreign language teachers in the student-centered classroom. In the first of the three reports, teacher training is addressed in relation to pre-service, in-service, and self-service programs. In the second report, Working Committee II reports on implementing student-centered language programs, presenting alternative modes of instruction which contribute to effective foreign language learning. In the last report, Working Committee III identifies other foreign language audiences, within and without the school, who have never been offered foreign language instruction, though they could benefit from such instruction. In this report, entitled "Careers, Community, and Public Awareness," the Committee suggests the need to make available career-oriented foreign language instruction programs not only to the non-language major but also to the larger community, for the benefit of those populations who speak a foreign language. This report includes several descriptive examples of career-oriented, interdisciplinary foreign language programs currently offered in identified high schools and colleges. Career clusters are explored and certain careers requiring foreign language competencies are reviewed. This report includes a significant appendix dealing with suggested readings related to careers in foreign languages. The document also includes a Topical Index of Northeast Conference Reports, 1954-1973.

Additional areas of coverage:
occupational language needs (5);
instructional materials (3).

Orwen, Gifford P. "Languages for the Scientist and Businessman." Modern Language Journal, Vol. 45, No. 4 (April 1961), 174-177.

259

Because of the need for persons with certain types of language skills, increasing numbers of foreign language graduates are finding employment in business, industry, government and science. The author calls upon colleges and foreign language college faculties to initiate and develop courses in cooperation with other college departments, e.g., economics and science, which would integrate language study and the subject content discipline. A listing of 25 texts and references is provided as suggested language-content oriented materials in French, German, Russian and Spanish, although several of these may be out-of-date.

Additional areas of coverage:
instructional materials (3);
occupational language needs (5).

Petrello, George J., and Barbara Petrello. "Help Wanted: Vocational Training for the Bilingual Job Market." Business Education Forum, Vol. 27, No. 4 (January 1973), 7-8.

263

Knowledge of one or more foreign languages is becoming a requirement for a wide variety of positions. The authors reviewed the classified advertising section of a New York Times Sunday edition and found 103 different advertisements seeking applicants having a knowledge of some foreign language. These are indicated in a table according to occupation and language desired, with the majority falling into "the broad area of vocational education." A possible marriage of vocational education and foreign language education is explored, and suggestions are given for developing foreign language programs with job application relevance.

Additional areas of coverage:
instructional materials (3);
occupational language needs (5).

Pilkenton, W. D., "A Proposal to Develop Individualized Materials for Limited Objective Career Spanish Programs." ADFL Bulletin, Vol. 6, No. 3 (March, 1975), 39-40.

264

This proposal is an abridgment from a report entitled "Career Spanish: Another Innovative Addition to Mesa College's Instructional Programs," prepared by the writer for the Mesa College (Colorado) Seminar on innovation in higher education. The author discusses a series of seminars held during the Spring of 1973 at Mesa College which dealt with innovations in higher education. From the discussion came a subsequent analysis of the 1972-73 Spanish program at Mesa College which indicated that only one-fourth of the student body and only a fraction of the community was being served by the program. A proposal was made in May 1974 by the writer that a new three hour, three quarter, limited objective (understanding and speaking skills only) career-oriented Spanish course be added to the curricula to be titled "Career Spanish." The course was to be approved for the 1975-76 academic year. The author lists other proposed course options: Medical Spanish, Spanish for Child Care and Education Majors, Spanish for Prospective Social Workers, Spanish for Prospective Stewardesses, Travel Agents and Hotel-Motel Managers, and Spanish Commercial Correspondence. He discusses what he believes to be the most appropriate manner of presenting the course content, that is, individualized, semi-self-instructional, self-pacing and performance-oriented learning activity packets (LAP's). This kind of material, he finds, is not readily available so will have to be developed. He sees the situation at Mesa College as not being unique to that institution and suggests that many universities suffer the same need for renoation of language programs. He estimates the effect of the proposed program at Mesa College and speculates that within a few years the Spanish program should be serving at least twice as many students and community members as it is at present. A further estimate is that with the acceptance of this kind of program by other colleges and universities, close to 100% of our student bodies and communities will be served within the present decade.

Additional areas of coverage:

instructional material (3).

Prince Georges County Public Schools. "Career Education--
Foreign Languages." Upper Marlboro, Maryland:
Prince Georges County Public Schools, 1974.
(Mimeographed.)

265

This guide was compiled by the Foreign Language Supervisory Staff of the Prince Georges County Public Schools and developed in conjunction with a career education workshop in the spring of 1974. The purpose was to "find ways to help students relate career development to skills to be learned in academic disciplines." Guidelines are presented to foreign language teachers with the expectation that they will include and stress career education in foreign language training, especially the awareness and exploratory phases of career development. The material is divided into four sections: (I) For non-foreign language teachers; (II) For foreign language teachers; (III) Activities for students; and (IV) Minipaks. The guide also includes Appendices A (Agencies involved in the foreign language field), B (Bibliography), C (Supplemental Bibliography of More Current Materials), and D (Useful Addresses).

Additional areas of coverage:
instructional materials (3).

Remer, Ilo. A Handbook for Guiding Students in Modern Foreign Languages. U. S. Office of Education Bulletin No. 26. Washington, D.C.: Department of Health, Education, and Welfare, USOE, 1963.

266

This handbook provides interested students, counselors, parents, and others with an overview of foreign language study. It counsels the reader on the purposes of language study, including a section on the practical and utilitarian uses of foreign language knowledge in various occupations. Several appendices are attached, including: languages now spoken by over a million native speakers; exchange, study, work, and travel abroad--some programs and publications; total U. S. population with percentages either foreign born or of foreign or mixed parentage (by state, as of 1960); foreign language entrance and degree requirements for the B.A. degree in accredited colleges and universities; and foreign language entrance and degree requirements for the B.S. degree. Also included are selected references.

Additional areas of coverage:
occupational language needs (5);
current or future relevance (1).

Rivers, Wilga M. "Students, Teachers, and the Future". F. L. Annals, Vol. 8, No. 1 (March, 1975), 22-32.

268

This article is a revised version of a working paper for the Steering Committee of the MLA Foreign Language Program for the Seventies, 1973. The author, Dr. Rivers, is Professor of Romance Language and Coordinator of Language Instruction at Harvard University. An abstract explains the theme of her paper:

> Our best preparation for the future of foreign language teaching is to recognize the directions of change in our present situation. The author examines changing relations and changing directios, the present state of the field from the point of view of the classroom teacher, the future demands on the classroom teacher in view of these changing relations and directions, the steps that can be taken to insure development of a flexible and future oriented profession, and steps the profession can take to influence decision makers. The seeds of the future of foreign language teaching are seen to lie in the hands of the present teachers and those they train."

Additional areas of coverage: current or future relevance (1).

Rottman, Ellis (ed.). "'Survival English' Does the Job." Manpower, Vol. 2, No. 12 (December 1970), 8-12.

271

The Puerto Rican Forum's Basic Occupational Language Training (BOLT) course is described. BOLT was designed as an occupational language training program for Spanish-speaking workers. It has as its rationale the theory that the best English to learn is the English one needs on the job. One offshoot of the BOLT program methods and techniques is their adaptability for training English speakers to speak Spanish. Dealing with the practical requirements of a work environment in which language communication is a necessity has been achieved through this program.

Additional areas of coverage:
occupational language needs (5).

Seymann, Marilyn R. Basic Spanish for Health Personnel. Garden
Grove, California: Training Corporation, 1973.
Reviewed in:

Foster, Virginia R. "Reviews." The Modern Language
Journal, Vol. 58, No. 4 (April 1974).

273

This book is designed as a text for practicing professionals in health-oriented fields providing services to Spanish-speaking clients. It is a significant textbook in that it gives the professional and/or student instruction of a highly practical nature, permitting, at minimum, adequate communication between the professional and the Spanish-speaking client. Medical-health vocabulary instruction is specific and practical, as are the language structures deemed necessary for effective medical-health communications.

Additional areas of coverage:
instructional materials (3).

Slessarev, Helga. "The International Business Option at the University of Cincinnati." Bulletin of the Association of Departments of Foreign Languages, Vol. 6, No. 2 (November 1974), 7-9.

276

Foreign language study programs are currently being designed to provide more useful language study offerings both to the language major and to the student whose primary career would be enhanced by a working knowledge of foreign languages. Several course offerings are described which include a variety of topics with emphasis on pragmatic vocabulary and practical professional considerations. For example, at the University of Cincinnati, individualized instruction has taken on greater emphasis and students in the course "Intermediate German for Scientists and Business Majors" are permitted to "select their own materials relating to business concerns and techniques, as well as to engineering, physics, biology, and other fields." The results of a questionnaire administered to students enrolled in the International Business Option are described, and suggestions are given for program improvement in preparing foreign language students for careers other than those in "the traditional professions of teacher, interpreter, translator, or researcher."

Additional areas of coverage:
instructional materials (3);
occupational language needs (5).

Teitelbaum, Sidney L. "The Selling of Foreign Languages."
Speech presented at the Colloquium of the New York
State Association of Foreign Language Teachers,
Albany, May 5, 1972.

279

This develops several ideas related to the suggestion that foreign language teachers adopt the "sales" approach in encouraging students to enroll in language courses. One of the approaches builds upon consumer motivation and calls for selling foreign language training in terms of the success it will bring to the individual's career. Career fairs and conferences are recommended as vehicles for communicating the importance of foreign language instruction to careers.

Additional areas of coverage:
current or future relevance (1).

Tursi, Joseph A. (ed.). "Foreign Language for All Students." Foreign Language and the New Student. Northeast Conference on the Teaching of Foreign Languages, Reports of the Working Committees. Menasha, Wisconsin: George Banta Company, 1970.

284

Recognizing that the study of foreign languages contributes to the communication between people and that this study is important to the development of skills and attitudes essential to self-fulfillment, Working Committee III of the Northeast Conference examines and supports the concept that foreign language study be made available to all students as an integral part of their basic education. Upon taking this stance, the Committee presents data and statements directed at answering the following questions: Who studies languages and why? Who ought to study foreign languages and why? How can we include all students? What instructional program must we provide? How are students to be tested and graded? How are teachers to be trained? New educational and career opportunities which require foreign languages are discussed on page 112. Tables and ten key propositions regarding the article's content are included.

Additional areas of coverage:
current or future relevance (1).

Walser, LeRoy. "A Preliminary Look at Potential Job Alternatives for Bilingual Students and Students of Foreign Languages; a Career Education Concept." Paper presented at the Association of Departments of Foreign Languages (ADFL) Annual Meeting at the Modern Language Association Convention, New York City, December 26, 1972. (Mimeographed.)

286

The purpose of this paper is to discuss the concept of Career Education and its many new implications for language study and the development of curriculum for language courses. The author cites the strong support for Career Education from the federal government, both from the U. S. Office of Education and from President Nixon in his State of the Union address of 1972. Mention is made of a feasibility study made by HEW for developing a strategy for including a bilingual/bicultural component within the concept of Career Education. On the basis of this study, he concludes that the goal of this component should be language capacity plus a saleable skill. Statistics are presented in support of the need for language skills in foreign trade and tourism. Three models that might suggest further language projects within Career Education are discussed: (1) a language certification program developed by the U. S. Travel Service and the American Hotel and Motel Association; (2) the Multilingual Port Receptionist Program; and (3) Travel Phone USA. Examples of government agencies which have a strong interest in language competency as an adjunct skill are presented: (1) the Agency for International Development (AID); and (2) ACTION. The author suggests that the outdated motivation for language study in grades seven through twelve must be replaced by a more current approach, Career Education; that the curriculum content of language courses must change and students must be made aware of careers that require or would be enhanced by bilingual/bicultural skills. Another idea presented is the potential relationship of bilingual/bicultural education to the fifteen U. S. Office of Education occupational cluster areas. The author concludes that the notion that languages are a "cultural frill" must be abandoned, and he challenges educators to expand areas of expertise from "literature and grammar to literature, grammar and the exciting world of work."

Additional areas of coverage:

instructional materials (3);
occupational language needs (5).

Walser, LeRoy, et al. "A Position Paper on Bilingual-
Bicultural Career Education." Preliminary draft
copy. January 1973. (Mimeographed.)

287

This document is a position paper explaining the idea of incorporating bilingual/bicultural education and career education. This preliminary draft copy evolved through the joint efforts of Walser, Armando Rodriguez, Betty Simpson, Abelardo Villareal, Frank Santoro, and Joseph Miller. A number of concepts contained in the paper were presented by Walser at the MLA Convention held in New York City, December 27, 1972. The document presents a rationale for incorporating the concept of bilingual/bicultural education into the broad concept of career education. The major objective is to present a justification for bilingual/bicultural skills "as enhancing employability when these skills are combined with other job skills currently in demand in the American economy." The authors also examine what is being done in schools toward achieving bilingual/bicultural career education and what potential exists for the development of bilingual programs. A table of data (provided by the MLA) is presented to show the number of American secondary level students studying foreign languages; it indicates that only 20% of the entire student population is currently participating in foreign language study. The paper suggests that an important criterion for taking languages should be preparation for some specific job or occupation. This is the relationship of bilingual/bicultural study with career education which Walser's task force seeks.

Additional areas of coverage:
instructional materials (3);
occupational language needs (5).

SECTION III

MATERIALS

This section is comprised of materials which, in their primary focus:

> "contain curricula and/or other instructional materials, techniques, approaches, teacher guidelines, etc. for occupationally oriented language study."

Each abstract has, where appropriate, mention of secondary areas of interest, also.

American Association of Teachers of Slavic and East European Languages. Why Study Russian? The AATSEEL Answers the Question. Tucson, Arizona: University of Arizona, AATSEEL, n.d.

302

"Seeking to provide information for students and teachers on reasons for studying Russian, this pamphlet discusses the major areas: (1) nature of the subject itself, (2) place of Russian in a liberal arts curriculum, (3) a history of Russian studies in the U. S., (4) career opportunities and (5) a brief survey of the teaching of Russian at both the college and secondary school levels. Names and addresses of professional organizations and periodical publications are furnished in the appendix. (RL)" Of particular interest is the section on career opportunities, including: (1) the federal government, (2) private business, (3) careers in science, (4) education, (5) library, (6) communication media, and (7) travel. The document is available from the American Association of Teachers of Slavic and East European Languages, Modern Languages Building, Room 342, University of Arizona, Tucson, Arizona 85721.

Additional areas of coverage: none.

Brod, Richard I. "Careers and the Foreign Language Department." Bulletin of the Association of Departments of Foreign Languages, Vol. 6, No. 2 (November 1974), 16-22.

305

Recognizing the present popularity of career education, the author of this article suggests the viability of providing foreign language study as an auxiliary or supportive skill. Foreign language educators are urged to meet the rising need for language instruction among individuals who, because of their primary occupation or career interest, are required or motivated to seek new language skills. Special courses, designed by colleges, universities, and high schools to meet this need, are cited as examples of the current trend toward providing relevant language instruction keyed to selected occupations and careers. Several methods and procedures for establishing and implementing this career approach are outlined.

Additional areas of coverage:
findings, theories, or curriculum designs (2);
occupational language needs (5).

Bumpers, Carl J. Technical Dictionary: English-French.
Washington, D.C.: Department of State, Peace Corps,
September 1967.

306

"Over 2,000 French equivalents of English words and phrases, most of them mechanical terms, are included. Parts of speech and gender are noted. (AF)"

Additional areas of coverage: none.

Bung, Klaus. "The Foreign Language Needs of Waiters and Hotel Staff." Paper presented at a symposium on "A European Units/Credits System for Modern Language Learning by Adults," St. Wolfgang, Austria, June 17-28, 1973. Strasbourg (France): Council of Europe, Committee for Out-of-School Education and Cultural Development, 1973.

307

This presentation contains extracts from a larger study by the author (see bibliography), and deals with an investigation of those parts of a language which waiters need to know in order to provide services effectively to foreign guests. Language teaching is approached on the basis of the learner's specific needs in his occupation (in this case, waiter) and the functional divisions or parts of the language relevant to certain operations. Specific functions are analyzed and a systems approach, including flowcharts, describes the methodology for this instructional program.

Additional areas of coverage:
findings, theories, or curriculum designs (2);
occupational language needs (5).

"Business Bulletin." The Wall Street Journal (July 10, 1969), 1.

308

Berlitz Schools of Language are starting up "Total Immersion" language centers designed to provide "cram courses" for businessmen working abroad. The courses feature ten hours of lessons daily for two weeks.

Additional areas of coverage:
current or future relevance (1).

Calexico International Design, Bilingual Program Staff.
Learning Achievement Packages (LAP's), Grades 7-12.
Developed through an ESEA Title VII Bilingual Project,
1970-72. Calexico, California: Calexico International
Design, 1972-73.

309

"The LAP's are multi-topic resource books designed to supplement specific areas of the curriculum and improve the educational opportunities and performance of students whose dominant or sole language is Spanish, in a bilingual learning experience." Each unit contains an information guide for the teacher, information for the student, pre- and post-tests, model worksheets and exercises, suggested additional materials and a bibliography. Of particular interest is "Social Studies--Driver Education: Procedimientos Para Manejar, Mantenimiento del Automovil, Llantas." The materials can be ordered from the Dissemination Center for Bilingual/Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.

Additional areas of coverage: none.

Defense Language Institute. Albanian: Basic Radio Communications. Report No. 01AB47. Washington, D.C.: Department of Defense, Defense Language Institute, August 1971.

310

"This volume is a supplement to a course in Albanian developed by the Defense Language Institute. The emphasis is on radio communication instruction. The volume is divided into five exercises, each of which contains a vocabulary, dictation, and an air-to-ground communications procedure conducted in Albanian and English. Chapters cover the following topics: (1) establishing contact, departure; (2) on mission for weather reports; (3) emergency landing; (4) arrival control; and (5) interception of an objective. (RL)" The document is available from the Director, Defense Language Institute, Department of the Army, U. S. Naval Station, Anacostia Annex, Washington, D.C. 20390.

Additional areas of coverage: none.

Defense Language Institute. Arabic Basic Course: Basic Dialogues for Airport Facilities. Washington, D.C.: Department of Defense, Defense Language Institute, August 1971.

311

This material is intended as a supplement to the Advanced Phase of the "Arabic Basic Course," developed and implemented at the Defense Language Institute and available by special permission from: Director, Defense Language Institute, Department of the Army, U. S. Naval Station, Anacostia Annex, Washington, D.C. 20390. The purpose of this book is to acquaint students with specialized airport terminology pertaining to takeoff and landing procedures directed in modern, standard Arabic. Dialogues are presented in English and in handwritten Arabic.

Additional areas of coverage: none.

Defense Language Institute. Chinese-Mandarin: Basic Dialogues for Airport Facilities. Washington, D.C.: Department of Defense, Defense Language Institute, July 1971.

312

A booklet introducing basic dialogues for utilization at airport facilities, presented in English and Chinese-Mandarin. The terminology pertains to takeoff and landing procedure.

Additional areas of coverage: none.

Defense Language Institute. Czech Basic Course: Air Force Dialogues. Washington, D.C.: Department of Defense, Defense Language Institute, July 1971.

313

This is one of a series of supplementary materials used in the final phase of the "Czech Basic Course," developed and implemented at the Defense Language Institute to acquaint students with specialized airport terminology pertaining to takeoff and landing procedures in Czech. Dialogues are presented in English and Czech.

Additional areas of coverage: none.

Defense Language Institute. Spanish Basic Course: Radio Communications Procedures, USAF. Report No. R-01LA24. Washington, D.C.: Department of Defense, Defense Language Institute, July 1971.

314

"This guide to radio communication procedures is offered in Spanish and English as a means of securing a closer working relationship among United States Air Force personnel and Latin American aviators and technicians. Eight dialogues concerning routine flight procedures and aerospace technology are included. (RL)" The document is available from the Director, Defense Language Institute, Department of the Army, U. S. Naval Station, Anacostia Annex, Washington, D.C. 20390.

Additional areas of coverage: none.

Garfinkel, Alan. "Instructional Strategies in Foreign
Language Learning and Teaching." Britannica Review
of Foreign Language Education, Vol. 3. Chicago:
Encyclopedia Britannica, Inc., sponsored by the
American Council on the Teaching of Foreign Languages,
1971.

315

This article reviews the 1970 literature on instructional strategies in foreign language learning and teaching. It deals with practical aspects of these strategies in the classroom and addresses four specific topics: (1) the public image of language instruction; (2) texts and teaching materials; (3) instructional strategies; and (4) professional resource materials. In citing examples of interdisciplinary courses with foreign languages, the author reports on the work of Tamarkin, who has prepared a series of video tapes designed for training paramedical persons and others to communicate in Spanish. These tapes portray life-like situations set in stores, hospitals, and offices where the Spanish language is needed. An extensive list of references on instructional strategies in foreign language learning and teaching is included.

Additional areas of coverage: none.

Gonzales-Ravelo, Elena. Spanish Shorthand--Speedbuilding, Business Education: 7707.22. An Authorized Course of Instruction for the Quinmester Program. Miami, Florida: Dade County Public Schools, 1972.

317

"This booklet describes a course on speed building in Spanish shorthand. Topics include a course description; course enrollment guidelines; course content; suggested procedures; strategies and learning activities; evaluative instruments; and resources for students and teachers. An appendix contains additional information such as a Spanish business vocabulary and tests on grammar, syllabification, and marks. (SK)"

Additional areas of coverage: none.

Lapanille, Francoise, and Gina Butler. *French for the Businessman*. London: Interlang Ltd., Level I: 1967, Level II: 1969. (Not seen.)

328

"For adult beginners requiring an intensive course in the spoken language. There are thirty lessons which contain dialogues and structure drills. The teacher's manual lists the linguistic content of each lesson, gives instructions on using the course and contains a grammar index. The tapes have the dialogues recorded at normal conversational speed, at slower speed, and with pauses for repetition. Level II contains thirty units of dialogues and contextualised drills, *covering both business and social situations*. Includes: Level I--(1) Manuel du professeur. 70 p. Grammar index. Paper. (2) Textbook. 122 + xxiv p. Vocabulary. Paper. (3) 30 Tapes; Level II--(1) Textbook. 203 p. Vocabulary supplement. Spiral bound, paper. (2) 30 Tapes." (Taken from: *Teaching Materials for French. Recorded and Audio-Visual Courses; Recorded and Audio-Visual Supplementary Material; Books for Conversation-Comprehension-Composition-Translation*.... London: Centre for Information on Language Teaching, April 1973. 94 pp.) (ED 083 883)

Additional areas of coverage: none.

Merklein, H. A. "Languages and Business." Bulletin of the Association of the Departments of Foreign Languages, Vol. 5, No. 4 (May 1974), 7-9.

331

The decline in student foreign language registration in recent years has given rise to the study of alternative language careers and programs. At Southern Methodist University, a program emphasizing "vocational aspects such as commercial language, translation, and interpretation" leads to the Bachelor of Applied Sciences (B.A.S.) Degree in Foreign Languages. Several graduate school programs are described, one of which offers graduate-school-only business curricula enabling the language major to enter the M.B.A. program with no knowledge of business presupposed. Others combine business and language courses in the graduate degree program. A study of language majors' awareness of programs leading to career opportunities other than teaching reveals such awareness to be at a low level. Suggestions and recommendations are outlined for consideration in the development of new interdisciplinary programs and curricula leading to alternative career opportunities.

Additional areas of coverage:
findings, theories, or curriculum designs (2);
occupational language needs (5).

Nixon, St. John. "Organizing An Advanced Course in Spoken English for Dutch Businessmen." Modern Language Journal, Vol 52, No. 5 (May 1968), 287-292.

336

"Development of an intensive course in English which is offered to Dutch businessmen at the Nederlands' School of Business is described in this article. The duration, scope, and level of the two-week conversational course are examined with particular emphasis on problems characteristic of this type of program. (RL)"

Additional areas of coverage:
occupational language needs (5).

Pérez, Armando. Basic Education and E.S.L. Counseling in the Work Incentive Program: A Summary. Los Angeles: Los Angeles City Schools, 1970.

337

"This report is an attempt to summarize some of the concerns and problems of the Work Incentive Program of Los Angeles. The educational counseling component of the program has as its major objective to maximize the opportunities of the WIN enrollee, who is encouraged to educationally advance himself vocationally and/or academically." Included are: (1) results from student questionnaires; (2) results from a teacher survey; and (3) statistical data on the classes. The conclusion drawn from the data is "...that the success of the program depends largely on the placement of students into vocational and on-the-job training programs, getting closer to job placement and off welfare rolls."

Additional areas of coverage:
current or future relevance (1).

Potter, Edithe J. "Revitalization of Foreign Language Programs in Higher Education." Foreign Language Annals, Vol. 5, No. 2 (December 1971), 206-210.

340

This article suggests that foreign language departments examine the reasons for decreasing enrollments in college foreign language study. They should take appropriate action to reform the content and the form of education in order to attract and hold students' interests. There is a need, for example, to provide curricular reforms which capitalize on young people's social and political awareness; there is a further need to assist non-language majors in improving their foreign language skills in order to better qualify them for jobs requiring these skills. The establishing of interdisciplinary programs is seen as a viable alternative for meeting these career needs.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Roessler, Helmut. "Business Careers in German at the American Graduate School of International Management." Bulletin of the Association of Departments of Foreign Languages, Vol. 6, No. 2 (November 1974), 14-16.

343

The American Graduate School of International Management has become known for its "pioneering" efforts in designing specialized language courses. These courses (such as Business Correspondence; Social, Political and Economic Problems of Today; and Business Law) are all taught in a foreign language. There is a growing need, however, for textbooks in the appropriate languages for these new courses. Publishers and foreign language educators are challenged to review the market for books with the intention of contributing texts currently not available, as their nonavailability is one reason why more relevant occupation-oriented language courses are not being offered although there appears to be a greater need for them today.

Additional areas of coverage:
findings, theories, or curriculum designs (2);
occupational language needs (5).

"Texas Police to Learn Spanish Curse Words." The New York Times (June 13, 1971), 111.

352

This article describes the funding by the Texas Criminal Justice Council of a program in El Paso designed to teach policemen oral Spanish--including curse words. The Bi-Lingual Institute of El Paso conducts the program at a cost of $61,000 in state money. The program will enable police to converse in Spanish about parking tickets, accidents, riots, crowds, parades, bars and baby deliveries.

Additional areas of coverage:
current or future relevance (1).

Tinsley, Royal L., Jr. "Guidelines for College and University Programs in Translator Training." Bulletin of the Association of the Departments of Foreign Languages, Vol. 4, No. 4 (May 1973), 15-21.

353

This guide is prepared by the Committee on Translator Training, American Translators Association, for institutions of higher education considering establishing student academic programs leading to careers in translation. It is designed for use primarily with those students majoring in a foreign language who desire a minor concentration in translation, particularly in the scientific-technical field. In addition to the proposed guidelines, which cover a four-semester period, three appendices are included. These deal with: (1) U. S. Colleges and Universities Offering Training for Translators; (2) Canadian Colleges and Universities Offering Training for Translators; and (3) Two Programs of Interest at Stanford.

Additional areas of coverage:
occupational language needs (5);
findings, theories, or curriculum designs (2).

World Trade Academy Press, Inc. Why and How to Prepare an Effective Job Resume. New York: World Trade Academy Press, Inc., 1972.

358

Topics covered in this comprehensive work include: definition and description of the resume, the resume and the search for a position, reaching the busy employer, necessity for modern analytical resume, the functional resume, the occupational workwheet and sample resumes according to professions and occupations. This vital reference handbook is recommended for college placement bureaus, employment agencies, social service organizations, libraries, personnel directors, consultants and job seeker.
Additional areas of coverage: current or future relevance (1).

Wringe, C. A. An Intensive French Course for Travel and Business. London: Heinemann Educational Books, Ltd., 1969. (Not seen.)

359

"Originally this material was designed for a course of eight three-hour sessions given to businessmen at a technical college. It has since been used with groups of secretarial classes, National Diploma students, and as a general 'brushing up' course for adults. The course has eight audio-lingual lessons and a good deal of commercial material is included. The final lesson contains a selection of business letters (not recorded). Each lesson contains a reading text, three miked dialogues, and an extensive set of five phase laboratory exercises. Includes: teachers manual--80 pp. paper; students manual--vii + 104 pp. vocabulary paper; eight tapes." (Taken from: Teaching Materials for French. Recorded and Audio-Visual Courses.... London: Centre for Information on Language Teaching, April 1973. 94 pp.) (ED 083 883)

Additional areas of coverage: none.

SECTION IV

MANPOWER REQUIREMENTS

This section is comprised of materials which, in their primary focus:

> "inventory and/or forecast manpower requirements in industry and government which encompass occupations requiring more than one language proficiency."

Each abstract has, where appropriate, mention of secondary areas of interest, also.

Arnold, Edwin P. "A Foreign Language Vocational Opportunities Guidance Center." Bulletin of the Association of the Departments of Foreign Languages, Vol. 5, No. 1 (September 1973), 30-32.

404

The author describes his procedure for compiling a bank of information for a foreign language vocational opportunities guidance center. Intended for state-wide dissemination through Clemson University, these materials describe vocations both in the United States and outside which require knowledge and skill in certain foreign language areas.

Additional areas of coverage:
occupational language needs (5);
findings, theories, or curriculum designs (2).

Brod, Richard I. "Non-Academic Vocational Opportunities in Foreign Languages." Bulletin of the Association of Departments of Foreign Languages, Vol. 3, No. 1 (September 1971), 53.

406

This is a communication announcing that the ADFL Bulletin, beginning with the September 1971 issue, will serve as a clearinghouse for information on careers and on vocational opportunities for students in foreign languages other than those in the area of foreign language teaching. Though the ADFL bibliography is limited, some information is available (e.g., Paul G. Imhoff's ten-page document on occupational uses of foreign languages). This document lists representative job titles, employers, and brief descriptions of job qualifications. Skills and training required in business careers involving foreign languages and a two-page bibliography on foreign language majors' career opportunities are also included.

Additional areas of coverage:
occupational language needs (5);
current or future relevance (1).

Cohn, Angelo. Careers with Foreign Languages. New York:
Henry Z. Walck, Inc., 1963.

409

In this century and in this age of communication, "many new and exciting language jobs will develop"--jobs and careers which will require a profession or line of work combined with knowledge and skills in one or more languages. This book explores several career opportunities which require language usage as a primary and/or auxiliary skill for effective job performance. Some of those careers are teaching in elementary schools, high schools, and colleges; and working in churches, social agencies, government, and business. Several preparatory language programs, institutes, and curricula related to these career areas are described. Chapter 9, "Preparing for the Future," provides figures and estimates relative to numbers of present and future positions needed in various career areas requiring language proficiency. A reading list and a list of organizations and agencies are included.

Additional areas of coverage:
occupational language needs (5);
findings, theories, or curriculum designs (2).

Gaudin, Lois S. "Careers in Modern Languages." *Modern Language Journal*, Vol. 45, No. 5 (May 1960), 197-205.

412

This article is based upon a survey by the author of job opportunities requiring foreign language skills as found in the Help Wanted Section of six *New York Times* Sunday editions. Tables presenting (1) the number of job offerings requiring knowledge of a foreign language, (2) language qualifications, (3) number of languages asked for and number of jobs, and (4) types of jobs reflect the extent to which there is a steady and increasing demand for employment of individuals with some knowledge of foreign languages. Comparison figures are presented relative to an earlier survey which was conducted by the author in 1950.

Additional areas of coverage: none.

Gould, Loyal. "Languages in Communication: Explored Opportunities for Language Majors in Business and Industry." Bulletin of the Association of Departments of Foreign Languages, Vol. 4, No. 3 (March 1973), 34-36.

413

The apparent lack of foreign language skills and knowledge among individuals employed in certain career fields, for example, journalism, curtails the effectiveness of organizations in expanding their operations and services overseas. Examples are cited in business, industry, and government both overseas and in the United States where there is a need to train individuals in one or more foreign languages to enable them to work more effectively in their environment; one such example is a Model Cities Program in an ethnic ghetto. The author encourages foreign language educators to consider more closely foreign language instruction for vocational use.

Additional areas of coverage:
occupational language needs (5);
findings, theories, or curriculum designs (2).

Harrison, Ann Tukey. "'What Can I Do With It?': Vocational
Counseling for Language Students." Speech given at
Annual Meeting of the Rocky Mountain Modern Language
Association, Tucson, Arizona, October 1972.

416

The author explores the rapidly changing vocational demands for language teachers and urges counselors and teachers to advise students on choices of employment in the area of teaching languages.

Job opportunities (e.g., in government and international business) requiring language skills other than English are explored, and advantages and impediments to pursuing these career choices are discussed.

The need for language teachers in the future and the possibilities for related new careers using foreign languages are discussed in terms of continuing language study as a useful social and intellectual tool.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Hereld, William K. Survey of Employment Opportunities Open to Graduates in Foreign Language Education, English as a Second Language, and Applied Linguistics. Austin, Texas: University of Texas, Foreign Language Education Center, 1972.

418

"A survey of employed recipients of the doctorate from the Foreign Language Education Center at the University of Texas conducted to determine the nature of positions graduates hold and to identify those positions for which their background and training would qualify them. Scope of survey extends to career opportunities for graduates with training in foreign language education, ESL, and applied linguistics. Results are summarized as: (1) teaching on the college or university level; (2) supervision; (3) research and development; (4) publishing; and (5) other positions. (RL)"

Additional areas of coverage:
occupational language needs (5).

Keesee, Elizabeth. "Vocational Opportunity." Hispania,
Vol. 55 (October 1972), 632-643.

420

This article discusses in some detail selected careers in which foreign language skills are required. Some related occupations are cited (e.g., editing, materials development, research, and consultant work) which require foreign language expertise and are available to personnel who have had teaching experience. Agencies and companies employing persons with skills in teaching foreign languages are also described (e.g., Department of Defense Schools Overseas, U. S. oil companies' schools overseas, Federal agencies). Data and tables are given on the number of Spanish and Portuguese language-essential positions available or assigned in twelve selected Federal agencies surveyed in 1964. Principal Federal agencies treated in detail with regard to career opportunities include the Foreign Service Institute, State Department, Foreign Service Corps, Foreign Service Reserve Officers, Foreign Service Staff, United States Information Agency, Agency for International Development, and Library of Congress. Companies (e.g., banks, airlines) employing overseas staff with foreign language skills are also mentioned. An extensive bibliography is included.

Additional areas of coverage:
occupational language needs (5).

Kettlecamp, Gilbert C. "Vocational Opportunities for Foreign Language Students." Reprinted from The Modern Language Journal, Vol. 51, No. 3 (March 1967), 135-160.

421

"Information in this guide is intended for the foreign language student who seeks employment utilizing his foreign language skills. Employment trends in business and industry, the Federal Government and related organizations, teaching and other vocations and professions are described. Language proficiency and vocational skill requirements for the various jobs are detailed, and sample descriptions of job vacancies are included to help the student recognize both the possibilities and limitations of job opportunities based on foreign language skills. (AR)" The guide is available from The Materials Center, Modern Language Association, 62 Fifth Avenue, New York, New York 10011, as publication number B31.

Additional areas of coverage:
occupational language needs (5);
current or future relevance (1).

Kirylak, Lucie. "Foreign Language Career Preparation."
Bulletin of the Association of Departments of Foreign Languages, Vol. 5, No. 1 (September 1973), 42-47.

422

Foreign language study based only upon literature and the study of civilization may prepare students for teaching; however, it ignores the non-teaching careers where knowledge of a foreign language is essential to job performance. This article advocates alternative instructional programs which would enable language-oriented students to prepare for careers in business, foreign trade, science, and other professions requiring foreign language proficiency. In a study of German and Swiss companies in New York City, Long Island, and New Jersey, the author isolates three factors which relate to the needs of these companies for bilingual personnel. Occupational categories calling for bilingual competence and the need for individuals having German language skills are identified.

Additional areas of coverage:
occupational language needs (5);
findings, theories, or curriculum designs (2).

Terras, Rita. "Learning a Foreign Language Can Be A 'Plus.'"
Journal of College Placement (Fall 1974), 29-30.

426

This is a "Reader's Opinion" article by an assistant professor of German at Connecticut College. It discusses a survey of 100 businesses and government agencies made in order to determine if German is used or is a requirement for employees. Statistics from that survey lead the author to conclude that a German major without additional skills has little occupational usefulness outside of teaching. The author's purpose is to present figures from the study which respond to the question of the justification of the study of foreign languages in colleges and high schools. She finds the survey results encouraging mainly because of additional unsolicited comments made by employers who returned the questionnaire. The many openings available at the professional or managerial level seem to indicate that positions requiring German language skills offer good career opportunities rather than simply jobs. Also, a large number of organizations have current openings for applicants with German language skills.

Additional areas of coverage:
occupational language needs (5).

Terras, Rita. "The 'Market' for German-Speaking Employees: A Survey of Business and Non-Academic Organizations." Bulletin of the Association of Departments of Foreign Languages, Vol. 6, No. 3 (March 1975), 26-28.

427

This article reports on a survey of the number and kind of job opportunities outside of teaching which are available to students with bilingual skills (German and English). A questionnaire was sent to 100 organizations known to have or considered likely to have international relations, and 58 usable instrument responses were analyzed. The data showed, for example, that of the 58 organizations employing personnel having German language skills, 39 firms offered more than 8,539 job opportunities. Business engineering and economics, respectively, were listed as the major fields which preferred combinations of skills, including language. The study results suggest not only that there is a need far greater than is generally assumed for German language skills in careers in business, industry, or service organizations, but that there exists an immediate need for applicants highly knowledgeable in the German language.

Additional areas of coverage:
occupational language needs (5).

Walser, F. Leroy. "Career Education Holds FL Challenge."
(In "Foreign Language Currents," edited by Mario
E. Ruiz.) Hispania, Vol. 57, No. 1 (March 1974),
147-149. (This article appeared also in Accent on
ACTFL, September 1973.)

428

In this article the author suggests that the career education concept provides many implications for foreign language study and the development of curricular programs. Individuals in the U. S. Department of Health, Education, and Welfare are studying the feasibility of including the bilingual-bicultural component within this concept. The basis for this study is that many jobs, in part, require bilingual-bicultural adjunct skills. Several examples are given where there is a need for business, industry, government, or labor to fill jobs requiring different degrees of language competency. The causes of decreasing foreign language enrollments are examined, and recommendations are made for institutions of higher learning to extend their language training programs to include those having an occupational or career education orientation.

Additional areas of coverage:
occupational language needs (5);
current or future relevance (1).

Wellemeyer, John Fletcher. "Foreign Language Needs of Municipal
Employees in Ten Metropolitan Areas." Reports of
Surveys and Studies in the Teaching of Modern Foreign
Languages. New York: Modern Language Association
of America, November [illegible]961.

429

This survey was conducted to determine the extent to which ten metropolitan areas were coping with the problems of communicating with non-English-speaking city residents. The cities surveyed were Boston, Buffalo, Chicago, Cleveland, Detroit, Los Angeles, New York, Philadelphia, San Antonio, and Tampa. It was found that considerable variation exists among municipal departments with regard to recording and/or requiring foreign language proficiency in their new applicants. Some department applications have no item dealing with language skills. When problems occur that require a foreign language interpreter, other members of the community or persons within the department who happen to have these skills are recruited to help out. Often, however, staff members are bilingual because they have been recruited from ethnic groups in the community. Some examples of departmental hiring practices requiring a language skill are cited in the article; also described are some special language courses offered to department employees. In general, the following departments in many of the cities surveyed demonstrated a need for some of their career employees to have foreign language proficiency: Welfare, Courts, Police, Hospital and other medical services, Libraries, Public Employment Offices, Mayor's Office, Fire Department, Recreation and Parks, and Public Works.

Additional areas of coverage:
occupational language needs (5);
non-English speakers' needs (6);
findings, theories, or curriculum designs (2).

Wilkins, W. "Is There a Foreign Language in Your Career?"
FLAND News of the Foreign Language Association of North Dakota, Vol. 3, No. 3 (April 1971). In Bulletin of the Association of Foreign Language Departments, Vol. 3, No. 1 (September 1971), 53-54.

432

The importance of foreign language skills in careers and professional fields other than the teaching of foreign languages is discussed in this article. The article gives examples of advertisements, found in the New York Times want ad section, for jobs requiring a foreign language as an adjunct skill in business administration, librarianship, secretarial work, nursing and social work, work with travel agencies and airlines, and employment with other international organizations. Foreign language teachers are urged to communicate to students an understanding of the advantages of having foreign language skills and an awareness that they are indispensable in many careers.

Additional areas of coverage:
occupational language needs (5);
current or future relevance (1).

SECTION V

OCCUPATIONAL LANGUAGE NEEDS

This section is comprised of materials which, in their primary focus:

> "examine the need for language capabilities in various occupations."

Each abstract has, where appropriate, mention of secondary areas of interest, also.

Auburn University. "Occupations for Persons With an Interest
or Talent in Foreign Languages." Auburn, Alabama:
Auburn University, Occupational Research and
Development Unit, n.d. (Mimeographed.)

716

This is a mimeographed compilation of suggestions to foreign language majors concerning the types of jobs they might want to pursue after completing their undergraduate degrees at Auburn University. A list of thirty-nine potential positions is presented, with summaries of duties and responsibilities.

Areas of coverage:
occupational language needs (5).

Sherif, June Lowry. Handbook of Foreign Language Occupations. *
New York: Regents Publishing Company, Inc., 1966.

726

The purpose of this handbook is to provide selective information as to where vocational opportunities for foreign students and workers exist. Primarily, it is intended for those who are studying foreign languages and are seeking information as to these opportunities. Some positions require extensive command of the foreign language, whereas others involve duties where the foreign language is regarded as a useful but basically supplementary qualification. For each position listed, relevant information regarding requirements and qualifications is included. The book includes: (1) general recommendations for the foreign language student; (2) an overall view of the foreign language field; (3) a survey of occupational opportunities in federal government departments; (5) a treatment of specialized professions that relate to language skills; (6) a listing of employment opportunities in trade and business, both foreign and domestic; (7) a listing of employment opportunities in which the foreign language functions as a supplementary skill; and (8) appendices, A through E, providing lists of agencies involved in the foreign language field, professional journals, and foreign language newspapers, as well as a selected bibliography of suggested reading, directories and books of general reference, publications of federal agencies and departments, and publications relating to foreign language careers.

Areas of coverage:
occupational language needs (5);
manpower requirements (4);
findings, theories, or curriculum designs (2);
current or future relevance (1).

Revised edition: Careers in Foreign Languages
A Handbook - Regents, 1975
Original 118 pages, revised 225 pp.
Expanded coverage

Fuller, Carol S. "Language-Oriented Careers in the Federal Government." Bulletin of the Association of Departments of Foreign Languages, Vol. 6, No. 1 (September 1974), 45-51.

509

The results of a study of career possibilities for liberal arts graduates with foreign language study backgrounds are given in this article. The data are based upon interviews held with personnel management specialists in various Washington, D.C. government agencies. Two basic questions were asked: (1) what type of positions requiring language skills (if any) a particular agency offers to language majors with B.A. degrees; and (2) what type of positions are offered to liberal arts graduates majoring in other areas but having foreign language skills. For each category (i.e., language used as a primary skill and language used as an asset), the author identifies agencies having appropriate positions. Some suggestions on securing employment with these agencies are provided. Job-seekers are advised that qualifying for a position may depend more on preparation in other areas beyond language skills.

Additional areas of coverage:
manpower requirements (4);
findings, theories, or curriculum designs (2).

Hardesty, Richard T. (compiler). Translating Foreign Language Into Careers; Vocational Opportunities for High School and College Students of Modern Foreign Languages. Bloomington, Indiana: Indiana Language Program, 1970.

511

This booklet was published as a project of the Indiana Language Program (ILP), a ten-year program at Indiana University, funded by the Ford Foundation and designed to extend and improve foreign language learning in the schools of the state. The viewpoint of the study is that the ability to speak more than one language is an increasingly important part of the education of people in all walks of life, from government work to industry, and that the knowledge of another language is often the key to success in hundreds of professions. However, if language training is to be put to commercial use, it should be complemented by some other skill. The purpose of this booklet is to present a brief outline of some of the opportunities available to persons who know at least one foreign language. The contents are divided into the following areas: (1) Education; (2) Federal Government; (3) United Nations; (4) Pan-American Union; (5) Non-governmental Organizations; and (6) Private Business. Also included are a bibliography of directories, books, articles and pamphlets, and a list of contacts in each area from which the reader may solicit further career and employment information.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Huebener, Theodore. Opportunities in Foreign Language Careers.
New York: Vocational Guidance Manuals, 1964.

513

This book provides information on foreign language careers, including: (1) the field of foreign languages, with a short assessment of the job market for language-related positions; (2) educational preparation and planning for foreign language careers; (3) suggestions facilitating finding a job; (4) analyses of job types and duties; (5) a list of opportunities in various vocations; (6) a list of opportunities in government positions; (7) a general survey of teaching opportunities; (8) a list of foreign languages of importance in the U.S.; (9) a short bibliography; and (10) a list of language associations and journals.

The work describes the requirements and duties of language positions with Voice of America, U.S. Foreign Service, U.S. Information Agency, the United Nations, and private concerns. It contains many quotations, and is more general than specific.

Additional areas of coverage:
manpower requirements (4);
findings, theories, or curriculum designs (2);
current or future relevance (1).

Johnson, Harvey L. "Actual Occupational Outlook for Graduates
in Foreign Languages." Bulletin of the Association
of Departments of Foreign Languages, Vol. 5, No. 1
(September 1973), 33-36.

517

In examining the occupational outlook for college graduates majoring in foreign languages, the author expresses concern that foreign language departments meet their obligation to their students to counsel them on career information and future job opportunities. The teaching of foreign languages is seen as the profession wherein the largest job market exists for foreign language majors. Consideration should be given to establishing instructional programs which call for students specializing in one language with a major in social studies, for example, as opposed to the traditional language major program concentrating in two or more languages. Other, related occupations requiring language proficiency are briefly discussed. These include teaching in a Department of Labor Bilingual Job Training program, serving as a manager in a branch of a multinational corporation, working in hospitals and hotels, and other business, industrial and governmental occupations.

Additional areas of coverage:
manpower requirements (4);
findings, theories, or curriculum designs (2).

Karr, Susan. "Foreign Languages and Careers in Libraries." Bulletin of the Association of Departments of Foreign Languages, Vol. 4, No. 4 (May 1973), 22-23.

519

Counselors are encouraged to advise students interested in foreign languages of the "alternative career directions" that are available to them. One career where language skills are required is that of the reference librarian, who must deal with acquisitions in other languages. Students having knowledge of one or more foreign languages may find their specialization particularly useful in larger academic library systems, where archives and document sections require individuals with foreign language competencies.

Additional areas of coverage:
current or future relevance (1).

520 Kaube, Shirley Jane, *et al*. *Foreign Language: Key to Career Development*. Madison, Wisconsin: Madison Public Schools, Wisconsin Department of Curriculum Development, 1972.

This illustrated booklet describes careers which require proficiency in a second language. Cartoon figures clarify statistical information. The publication is designed chiefly for primary and secondary school students, as a means to make language study relevant.

Additional areas of coverage:
current or future relevance (1).

Lippmann, Jane N. "Rationale for Language Study." The
Challenge of Communication. Skokie, Illinois:
National Textbook Company in conjunction with the
American Council on the Teaching of Foreign
Languages, 1974. 524

This article was written by an associate professor of French and the assistant dean of the College of Humanities at the University of Texas, Austin, in response to the question: why study foreign languages in the 1970's? Its purpose is "to re-evaluate objectives and methods and to be sure curricula are valid and effective." The article presents a discussion of resistance to foreign language education in institutions and the subsequent declining enrollments which have caused anxiety among foreign language teachers. Current attitudes toward education are discussed, with a look at the declining upper-division and graduate enrollments and fewer numbers of foreign language degrees. The author points out that responsibility for the slump could rest with foreign language departments and their attitudes of literary exclusiveness in teaching languages, as well as their insensitivity to the needs of students. The major student attitude, as the author sees it, appears to be career-oriented and security-concerned, which brings the foreign language teacher into a new role to meet new needs. The author discusses traditional reasons for foreign language study and draws comparisons with current needs to be met, which ultimately leads to the question of vocational rewards. She cites jobs that could utilize a foreign language, but points out that the individual must have job skills first and be a linguist second. Functions of foreign language departments by which to meet the new needs are proposed. The article concludes with two key criterion words for foreign language departments: service and diversity. An extensive bibliography is included.

Additional areas of coverage:
findings, theories, or curriculum designs (2).

Uniondale Union Free School District. "Career Awareness and Foreign Languages." An addition to the Junior High School Curriculum in French and Spanish. Uniondale, New York: Uniondale Union Free School District, 1974.

538

This document outlines a program which comprises an addition to the Junior High School Curriculum in French and Spanish at Uniondale Union Free School District, Uniondale, New York, under E.S.E.A. Title III, Summer 1973. The outline is a 1974 revision and is divided into three separate programs. The goal of Programs I, II and III is to help foreign language students gain knowledge, understanding and appreciation of the career opportunities available in the fields of communications, services, and marketing and to add a new dimension to the Junior High School curriculum in French and Spanish. Each program is divided into continuous units, designed to introduce students to areas where French and Spanish are spoken and to acquaint them with career choices in which these languages are helpful and useful. It includes a list of contacts for field trips, a description of a background information packet which is supplied to each teacher involved in the implementation of the program, and a bibliography.

Additional areas of coverage:
manpower requirements (4);
findings, theories, or curriculum designs (2).

END